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### FEATURES OF THE FORMATION OF LEXICAL COMPETENCE

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#### Annotation:

The topic of our research is one of the most relevant, because the use of information and communication technologies in the formation of lexical competence among school students contributes to a stronger and faster assimilation of lexical material and involuntary memorization of language units. At the present stage of development of the methodology of teaching foreign languages, one of the most important problems is the problem of the formation of lexical competence, which is solved in the course of communicative actions performed by students.

**Keywords:** research, ICT, competence, lexical material, teaching foreign languages, communicative actions.

Many modern linguists, didactics and teaching practitioners are unanimous in the opinion that teaching vocabulary, as one of the three main aspects of language, occupies a significant place in learning English. At the same time, in the era of informatization and computerization of various spheres of human activity, computer-based learning has become widespread.

The problem of this work can be formulated as follows: what is the role of the use of information and communication technologies in the formation of lexical competence in the process of teaching English to schoolchildren. This problem is caused by the incomplete implementation in modern pedagogical practice of the possibility of using information and communication technologies that encourage students to lexical activity. As you know, the formation of lexical skills is the most time-consuming in the English language course. Children, due to the peculiarities of their memory and motivation to learn English, remember the pronunciation of words and their lexical meaning much better if they are provided with repeated repetition of lexical units in various samples, and at the same time the teacher must observe the principle of novelty, avoid fatigue from routine work by using information and communication technologies and changing activities.



But it is worth noting that in modern science there are no well-established definitions of the concepts of "competence" and "competence", and each researcher interprets them differently. This is due to the fact that the term "competence" (from English - ability, dating back to Latin *competens*, *competentis* - capable, knowledgeable), when translated into Russian, means two concepts at once "competence" and "competence". That is why there are some approaches to the interpretation of these concepts:

- 1) these terms are considered and used synonymously;
- 2) they denote different concepts.

In turn, in our research, we adhere to the point of view in which we share the concepts of "competence" and "competence". By the term "competence" we mean a set of specific components of a person's knowledge, skills, and experience in solving particular tasks necessary for his successful activity in a particular field.

"Competence" is a quality that ensures successful activity and the achievement of final goals due to the possession of certain knowledge, skills and abilities by a person, as well as the totality of his personal qualities and his personal attitude to the subject of his activity. Competence is an activity category, it manifests itself only in certain activities, but a specific situation also plays an important role, since in the same field of activity, but in different circumstances, a person may or may not show his competence. It is worth noting that unmanifested competence is not competence, but remains only a hidden opportunity.

Therefore, competence can be defined as a professionally significant quality of a person, and competence as awareness, knowledge in any field of activity of a person. That is, competence is considered as a systemic concept, and competence as its component, the basis for further formation and development of competence. In addition, it should be remembered that the result of any language education should be a formed linguistic personality, and the result of education in the field of foreign languages should be a secondary linguistic personality as an indicator of a person's ability to fully participate in intercultural communication.

The creation of a secondary linguistic personality, in turn, is impossible without further development in higher education of the communicative competence formed at school or other educational institution in the totality of all its components: speech, language, socio-cultural, compensatory and educational-cognitive competencies. Speech competence ensures the functional use of lexical units of the studied language (in this case, a foreign one) in the communication



process, that is, the ability to understand authentic texts (listening/listening and reading); convey the necessary information in coherent, reasoned, logically constructed statements on a certain topic, presented orally or in writing (speaking and writing); plan your speech and non-speech behavior; and use a foreign language based on an interdisciplinary approach as a means of forming a holistic picture of the personality's world.

Socio-cultural competence (including sociolinguistic) provides for the expansion of linguistic and regional knowledge, skills and abilities of the student; having information about the socio-cultural specifics of the country/countries of the language being studied; improving the skills to build their verbal and non-verbal behavior in the process of communication adequately to this specificity and taking into account the social status of the communication partner. Language competence involves students mastering new language units in accordance with selected lexical topics and areas of communication (including profile-oriented ones), skills and abilities to use these units for communicative purposes. This involves students mastering receptive (listening and reading) and productive (speaking, writing) skills language knowledge, skills and abilities. Compensatory competence implies the further development of the ability to use one's own foreign language speech experience to fill in gaps in foreign language proficiency. Educational and cognitive competence provides further development of generalized ways of student's activity, general and special educational skills that allow improving the educational activity of an individual in mastering a foreign language, as well as satisfying the cognitive interests of an individual in other fields of knowledge through the learning process.

The main lexical skills of these authors include:

- a) the ability to use lexical units in all their characteristic forms and functions;
- b) the ability to create words and lexical combinations that were not previously encountered in speech experience;
- c) the ability to choose a lexical unit from a number of opposable, close in meaning, according to the situation.

Auxiliary lexical skills include: a) the ability to consciously apply lexical knowledge: awareness of the use of lexical "rules" in their expanded or fragmentary form; various conscious comparisons with the native language; remembering positive experiences in the use of words in their compatibility with others (conscious analogy); remembering negative experiences in the use and



compatibility of words; surfacing in the mind of the inner image of the word and the combination of a lexical unit with others; using knowledge of the norms of word formation for independent word production; the ability to create categorical concepts at the level of vocabulary; the ability to lexically periphrasis (the ability to use limited language material to express thoughts); d) the ability to quickly recall words (based on semantic and associative connections of words).

The ways of explaining vocabulary play a crucial role in its assimilation by students. The explanation of the word includes the disclosure of a number of points, namely:

- a) the disclosure of its spelling, phonetic, grammatical and word-formation features;
- b) the disclosure of its meaning (semantics) and the establishment of norms of compatibility with other words;
- c) if necessary, the establishment of its place among other words already familiar to students (synonymy, antonymy, homonymy). The disclosure of the meaning of the word occupies an important place among the listed points. It is achieved through the use of three main means: native language, foreign language, visual aids (paintings, objects, models, gesture). Visual aids are widely used as a means of revealing the meaning of words; they are used mainly at the junior level, only for specific concepts, but they should not be neglected. The principle of clarity should not be considered as an auxiliary, but as one of the basic principles in teaching a foreign language, because visibility increases the effectiveness of learning, helps the student to learn the language more meaningfully and with great interest. The importance of clarity is now seen in the fact that it mobilizes the mental activity of students, arouses interest in language lessons, expands the volume of perceived material, reduces fatigue, trains creative imagination, mobilizes the will, facilitates the entire learning process.

Visibility is especially important when introducing new vocabulary. However, the task of explaining the word is not only this: by correctly explaining the words, the teacher thereby equips his students with effective methods of independent work on the word in order to make sense of it. In this regard, a huge role is played by teaching students the ability to use the external signs of the word (the place of the word in the sentence, the presence or absence of the article, the spelling of the word, its composition, etc.) to reveal the meaning of the word.



The assimilation of vocabulary takes place in the process of analytical and synthetic reading, as well as in the process of performing exercises specially designed for this purpose. For primary fixation, you should use exercises such as, for example, translating into your native language a text that includes the words to be fixed, making sentences from these words, filling in gaps, and so on. In subsequent lessons, the studied words and expressions are repeated. This type of exercises includes such as: grouping words and expressions by memory, translating sentences into a foreign language, defining phrases. It should be checked regularly, at each lesson, the knowledge of the students' words. For this purpose, individual and front-line surveys are used, as well as special written work carried out after completing the study of the text or after passing a certain topic. The teacher should teach students to keep special vocabulary notebooks, which they can constantly use to repeat vocabulary.

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