



The System of Formation of Lexical Competence

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ABSTRACT

This article provides theoretical knowledge about the development of lexical competence of 2nd year students of Linguistics in accordance with various teaching principles. Principles affecting lexical competence have been developed.

Keywords:

Lexical competence, lexical units, formation, motivation, principles, target component, training content component, processual component, etc.

The dialectic of the modern stage of the development of science requires consideration of research objects within the framework of a systematic approach. That is, the object under study is viewed from different angles as a complex system derivative at the level of a certain organization. Scientist I.L. Bim understands a system as a set of elements that act as a single whole [Bim, 1977]. According to the scientist AI Filyukov, the system implies not only a set of many elements, but also their specific organization [Filyukov, 1970:140]. Thus, the system is determined by the presence of the following three components: 1) a certain number of elements; 2) specific arrangement of elements; 3) some result of the system.

The uniqueness of the system is that its properties do not correspond to the properties of its individual elements. A system is the interaction of all components in a hierarchical relationship.

of integration of components); 2) interdependence of elements (the change of one component of the system causes the change of the whole system); 3) goal orientation (the system is aimed at obtaining a certain result). The goal orientation of the system ensures the achievement of a certain result; 4) controllability (the most important feature)

ensures the achievement of the set goals of the system [Bim, 1977]. The development of lexical competence is a complex and multifaceted process, and it is appropriate to consider it as a goal-oriented controlled system.

Based on the formation of the motivational base of teaching, we distinguish the following components in the system of development of lexical competence of students of Higher Education System: target component of educational content, procedural, positive result. Let's look at each of the components in detail.

The goal component of the system usually includes goals and tasks that are implemented in accordance with certain principles that help to achieve the intended result in the teaching process.

The purpose of this system is to integrate the process of developing lexical competence and forming a motivational educational base.

To achieve this goal, the following tasks must be solved:

1. Stimulate motivation to study.
2. Activation and maximal activation of students' cognitive processes.
3. Ensuring the creation of a mobile vocabulary and preventing its leakage, taking into account the organization of the internal lexicon and the laws of its operation.

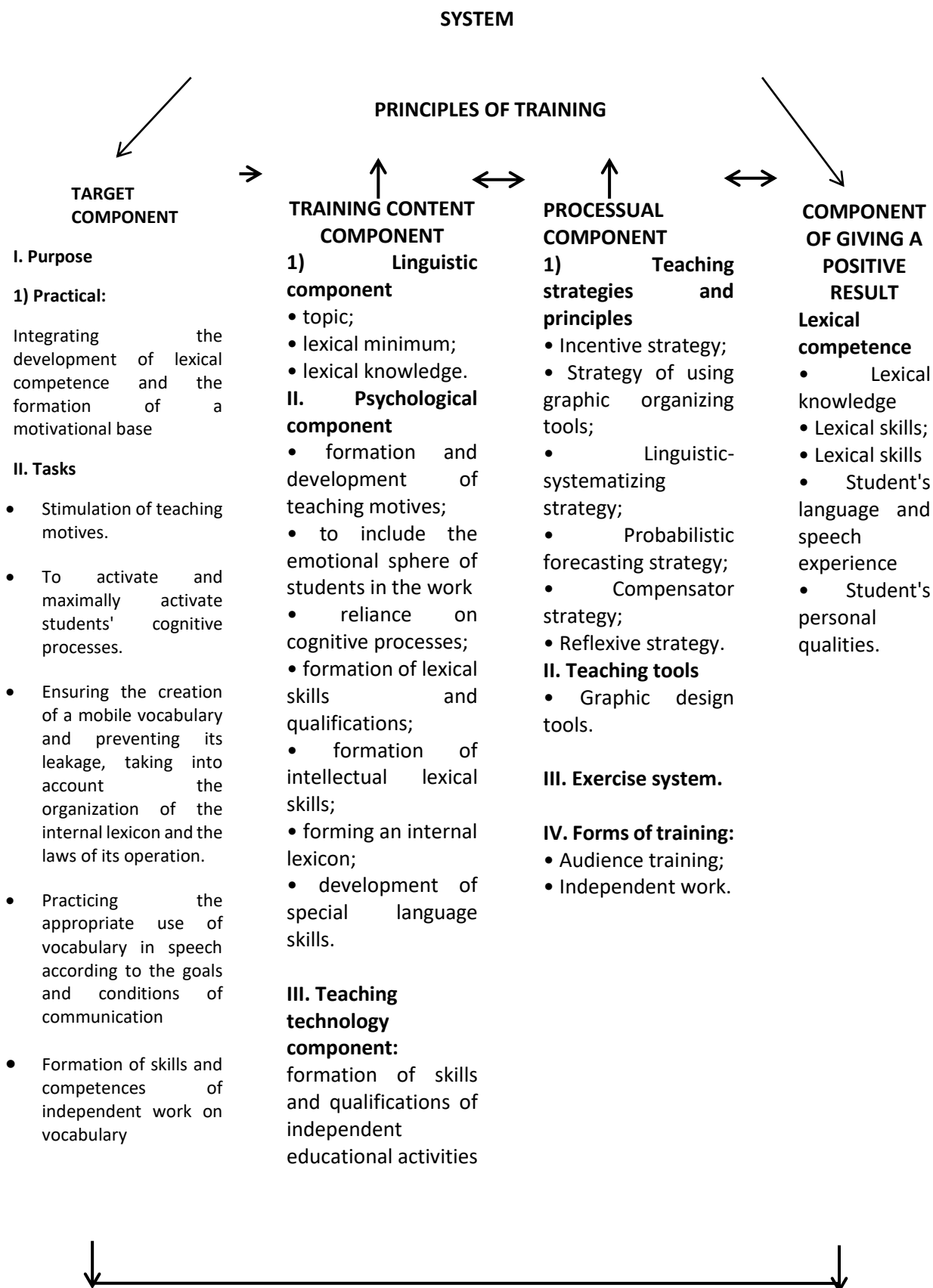
4. Practicing the appropriate use of vocabulary in speech according to the goals and conditions of communication.

5. Formation of skills and competences of independent work on vocabulary. In the process of formation of lexical competence, general educational, educational and developmental goals of teaching are realized.

The general educational goal is to enrich the already known concepts of the mother tongue. When mastering the lexicon of a foreign language, students "learn new ways of dividing the phenomena of the surrounding reality into parts with the help of a foreign language using a unique network of lexical-semantic relations specific to this language"

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Due to this, in the process of mastering the lexicon of a foreign language, the student begins to better understand the ways of forming and expressing thoughts both in the foreign language and in the native language. It is a word without an equivalent case and the socio-cultural component is most expressed in the study of the existing lexicon. Such a lexicon helps to express in language the experience of interaction of people with the outside world and with each other in their native language and in foreign languages, analysis, careful thinking and understanding.

In the process of developing lexical competence, the educational goal of teaching is manifested in the formation of students' worldview, respect for the culture and history of the studied language, assimilation of moral norms of behavior and development of mental abilities. The educational goal is, first of all, to improve the students' speech behavior, including adding to their vocabulary "semantic valuable words that match the situational and thematic direction of their speech, which help to fulfill communicative tasks" [... Fundamentals of teaching methodology..., 1986 : 163], as well as the acquisition of colloquial formulas, clichés, and etiquette. The educative nature of vocabulary teaching is primarily reflected in the content of the lexical material selected for the lessons.

The developmental goal requires intensive work of mental processes, attention, memory, thinking and will in the process of mastering lexical units. Students' lexical knowledge, skills and competences are formed in the process of their active mental activity. The developmental component of teaching is aimed at forming students' skills of independent work with reference literature in learning lexical material. The process of formation of lexical competence of 2nd-year students of Higher Education Institution is carried out in accordance with the basic principles of lexical teaching [... basics of teaching methodology 1986: 173]. These principles were supplemented and clarified according to the purpose of our research:

1. The principle of communicative orientation of teaching lexical material.

Teaching is focused on learning the most frequently used vocabulary within a given topic. This principle required the organization of the material in such a way that it reflects the specific features of communication in real life situations. For teaching, the most common and life-important situations and communication topics for this contingent (students), as well as words, phrases, speech clichés characteristic of them, are selected. An environment simulating real communication is created in the classes. Vocabulary teaching itself is aimed at "formation of the characteristics of a bicultural linguistic personality", and it allows the student to "equally and autonomously participate in intercultural communication" in the future [Galskova, Gez, 2004: 150]. This principle implies the necessary development of the ability and readiness of students to communicate in English in various situations, the ability to interact with representatives of other cultures based on the existing lexical reserve.

2. The principle of conscious learning of vocabulary.

This principle consists in viewing lexical learning as a cognitive process, that is, a process of conscious acquisition of lexical units and actions of working with them. Work on vocabulary is based on lexical rules of semantics, compatibility and stylistic differentiation of studied lexical units. According to this principle, lexical skills and qualifications are consciously formed in the process of communication, so that the requirements can control the process of choosing the necessary lexical tools, and in the case of difficulties, there are opportunities to refer to the necessary rule.

3. Principle of concentration in presentation of lexical material.

At all stages of teaching, in the context of systematic and intensive training and speech practice, each lexical unit goes through the process of revealing its properties in a step-by-step, consistent and expandable manner. This requires the lexicon to be repeated a sufficient number of times in constantly changing combinations and contexts. During the entire educational process, the types of work with lexical material that students are expected to

learn become more complex within each individual exercise, in each subsequent exercise, and when moving from exercise to exercise.

4. The principle of teaching vocabulary in relation to all types of speech activity.

The formation of productive and receptive lexical skills is carried out on the basis of a complex organization of educational material for teaching all types of speech activities and aspects of speech in interaction. Such teaching takes into account the similarities and differences of lexical skills of various types of speech activity, and thus, allows to transfer similar, formed operations of lexical skills from one type of speech activity to another.

5. The principle of taking into account the structural features of lexical units.

Lexical units are mastered on the basis of activation of all types of senses along with their graphic, acoustic, semantic, structural properties and possibilities of combining with other units. In addition, the factor of the presence and nature of difficulties in working on the word is taken into account, and this determines the specific characteristics of the process of mastering this word.

6. The principle of methodological differentiation.

This principle requires the organization of training taking into account the language features specific to different styles of speech and different areas of communication, and abandoning the study of some neutral method of speech. Work is carried out on the study of the features of the use of lexical units of oral, neutral and literary speech styles.

7. The principle of relying on the systematic organization of the internal lexicon.

According to this principle, work on lexical material is carried out using various graphic media. These organizing tools: 1) actualization of life experience and interests of students; 2) organize the acquisition of new units of the lexicon based on the semantic structures already formed in the individual's mind; 3) to provide a visual presentation of one's thinking processes and their results; 4) enables development of logic, flexibility, and independence of thinking. Graphic organizing tools are a means of presenting how lexical units

are organized in the internal lexicon and how they are used in understanding, memorizing, and making mental inferences.

8. The principle of relying on socio-cultural knowledge.

Language reflects the results of human knowledge of the world. Scientist M.V. Pimenova, any natural language is "a certain way of perceiving and conceptualizing the world. Conceptualization represents a single system of views that includes the component of existence and covers all aspects of existence" [Pimenova, 1998:33]. Therefore, the language is the carrier of the national culture, its mentality and the unique features of the worldview. Such knowledge is primarily reflected in units of different levels of the language lexical system. It is necessary to pay special attention to the socio-cultural component of the lexical material in education in order to teach students to construct their thoughts and statements appropriately in communication with the carrier of the language and to behave appropriately in the conditions of a foreign culture.

9. The principle of comprehensively solving the main didactic-methodical tasks.

In the process of teaching vocabulary, the tasks of forming an active vocabulary, expanding the potential vocabulary, and developing the lexical assumption are interrelated. Achieving the final goal of teaching is carried out along with the achievement of general educational, educational and developmental goals of teaching.

10. The principle of pedagogical professionalization.

Teaching students in language training involves the introduction of lexical units necessary for pedagogical communication, taking into account the authenticity of their use in training, the indicator of their use several times within a unit of time and space, taking into account the stages of training and the types of speech activities.

11. The principle of creative acquisition of the lexicon of a foreign language.

Creativity is defined as "creative capabilities of a person that can be manifested in thinking, feelings, communication, and some types of

activity" [Zinchenko, 2004:23]. Speech is not expressed by the mere reproduction and use of acquired language tools, but by their constant and unique joint use. Speech is a creative process, in which the creative potential of the speaker is actualized and developed.

Several of the above principles play an important role in improving the lexical competence of linguistics students. The teacher's organization of the lessons according to the cognitive aspects of the students shows effective results.

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