

The Stages and levels of development of lexical competence in future English language teachers

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Annotation: In this article, the stages of development of lexical competence in future English language teachers and levels in the concept of lexicon are understood as a collection of words of a certain linguistic richness, as well as words similar to them in terms of the function of combining lexical units, the lexical unit is considered as the primary source of lexical competence and in this regard, the effectiveness and impact of the work performed in the process of applying the qualification was discussed.

Keywords: English language, lexical competence

According to some scientific sources, as spoken lexical competence and receptive lexical competence, it implements the process of formation and development of lexical competence in the students of the field we are researching. We found it necessary to express this competence with the following definition:

Lexical competence - a set of knowledge, skills and competences necessary for a range of communication; personality traits necessary for the implementation of specific activities; is an educational system with a complex structural structure, which includes the ability of a person to perform various tasks, that is, to know how to solve problems, experience and the ability to achieve goals in certain activities.

Therefore, it is appropriate to interpret this competence as follows: lexical competence is an integral part of communication and the composition of linguistic competence, its formation continues as a completed process, in which several levels can be conditionally distinguished. By the level of formation and development of lexical competence, we understand the ability of students to solve problems related to learning foreign words, because they use the acquired knowledge and relevant skills in speech.

Having carefully studied the opinions about the various components of lexical competence, we summarized them: having determined that they differ from each other according to their specific function, we found it necessary to recommend and briefly describe the following types:

1) *Cognitive component of lexical competence.* It is represented by lexical knowledge. Lexical knowledge means covering a lexical unit in a given language, knowing the meaning of a certain lexicosemantic option, word form, in particular, phonetic, graphic, grammatical, morphological, word formation, lexical, semantic, syntactic layers of the language;

2) *Operational-activity component of lexical competence.* This component is ready to convey the content of the communicative content as a means of communication and represents the ability and skills to convey words in accordance with the lexical norms of the language;

3) The effective-practical or procedural component of lexical competence includes the word acquisition strategy, which includes certain actions on the word. These strategies reflect a model of secondary linguistic personality, a model of non-native language and cultural system acquisition. These strategies perform the following tasks according to their content: semantic, linguistic systematization, cognitive-conceptual (linguistic and cultural), continuous search for meanings in a broad socio-cultural context; to select and collect language tools, to expand the language base, to collect the studied language into an ordered, personalized system, to constantly fill and update it using one's own language; language and speech experience, including the system of relevant

concepts in the native language, penetration into the culture of the native language, awareness of national and cultural identity at the level of intercultural communication.

4) *Socio-cultural component of lexical competence.* This component, according to its task, implies knowing the cultural diversity of word combinations or lexical units, having lexical examples of formal and informal style.

5) *Reflective component of lexical competence.* According to its task, this component includes special-practical strategies that ensure the acquisition of language tools in the conditions of independent learning of a particular language, providing independent teaching and speech practice, joining various situations of speech communication and using the language being studied as a means of performing various linguistic tasks. The reflexive component is related to self-control, in which we mean the quality of personality related to the manifestation of its activity and independence.

At this point, it should be emphasized that linguistic knowledge (phonetic, lexical, morphological, syntactic, etymological knowledge, etc.) has specific tasks that do not repeat each other; For example, phonetic knowledge includes knowledge of sound and graphic form; morphological knowledge represents species, plural formation, declension, management, etc.; to know the rules of lexical unit word formation; matching (syntactic use); know the etymology and origin of individual words; such as knowing the concepts and meanings expressed differently in different languages. All these are the main issues of linguistic competence of students of the field.

Speaking skill, in particular, the lexicon, can be considered formed if it has qualities such as automaticity, stability, flexibility and "consciousness". Automation ensures speed, economy, smoothness of speech movement, low level of loading, readiness for connection. Stability is seen as immunity to any influence such as interference with the native language.

Another characteristic of speech skills - flexibility can be studied in two ways: a) as the ability to deal with new situations; b) as the ability to work on new speech material. These qualities are not related to skill, but are formed in the process of creating automation and stability, by performing certain exercises.

For receptive lexical skill, automaticity is understood as the complete knowledge and understanding of a word in speech, step-by-step reduction of comparison operations, and rapid decision-making about the value and meaning of a word. The stability of lexical skills is manifested in the ability to resist various influences. For receptive lexical skill, flexibility refers to the rapid recognition of new words in different texts and combinations.

When talking about the essence of future English language teachers' cognitive activity and lexical learning strategies, we thought that it is necessary to note some considerations at this point. The experience of cognitive activity that helps one to know and understand something, or a person comes to a specific conclusion or decision, is understood by thinking and observing, causes many times to use the rational technique of remembering; it also implies the creation of certain conditions for the development of cognitive cognitive processes, in particular, perception, attention, the ability to express knowledge, memory, thinking, etc.

At this point, we would like to emphasize that the modern goal of teaching English is not limited to the formation of language and speech skills. According to the content of the competency-based approach, this language expands the pragmatic component of the learning goal for its learners. In other words, in the process of learning English, students of the field develop their communicative abilities, through which the most important bases of professional competences are formed to solve the problems of social activity in the remaining basic (at the profile stage of education) and various fields.

For students of the field, lexical competence is closely related to communicative competence in a foreign language, serves as its component and, at the same time, has a significant impact on all its competences. Lexical competence as a part of linguistic competence includes the following linguistic tasks: 1) knowledge of the lexical structure of the language, such as phraseological units, individual words. 2) determining the meaning of the word in the general language context between linguistic units, in particular, synonymy - antonymy, correspondence, etc. 3) to develop the ability to use word combinations when working with the text; help in the construction of sentences, taking into account

the communicative task. Therefore, lexical competence is an interrelated linguistic phenomenon that is closely related to the formation of phonetic and grammatical competence.

The formation of lexical competence is directly related to the formation of lexical skills of students of the field. In some works, lexical skill is defined as "an automated effort to select a lexical unit appropriately and associate it with other units with meaning in effective speech (speech and writing) and automated senses and receptive speech (listening and reading)."

The second and third stages of the development of lexical skills are carried out in higher education institutions. In the competence approach, the English language teacher should prepare students to absorb a large amount of information, to know important concepts and terms, to be able to analyze, to express their opinions, to compare, to generalize. Умумий маданий, қадрият – семантик, ижтимоий ва меҳнат қобилиятлари талабаларни тарбиялашда алоҳида эътибор берилади. Ўқув машғулотида инновацион ёндашувларни амалга ошириш учун ахборот – коммуникация технологиялари ва интерфаол ўқитиш усулларида фойдаланиш мақсадга мувофиқ. Уларни қўллаш талабаларнинг билиш қобилиятларини ривожлантиришга, берилган вазифаларни ҳал қилишга, керакли маълумотларни ажратишга ва мустақил фикрлаш қобилиятини ривожлантиришга ёрдам беради.

Prospective English language teachers can implement a component-based approach to learning the language of their field of expertise in a number of ways. The basis of innovative technologies is the correct planning and organization of the educational process, and special importance is attached to the activities of students, their active independent and cognitive activities. Therefore, special attention should be paid to independent work of students with educational and original texts. All this develops the ability to work on problem tasks, get out of uncertain situations, and independently find the necessary information. In the process of working on educational and original texts, different forms and methods of work are used, so that it is found that some students do not have enough skills to find, analyze and summarize the necessary text based on the text, make a scheme, table, diagram, etc. can be solved by forming competencies.

In pedagogic institutions of higher education, interdisciplinary links in the curriculum are an important criterion as a condition for the effectiveness of the formation of relevant competence. For example, professional lexical competence of a foreign language for students in the field of "foreign languages" implies mastering a set of knowledge, skills and abilities formed during the educational process. In this case, it is manifested in the use of lexicon, which is activated in the oral speech process based on the previous thinking activity, to express knowledge related to certain aspects of science, in particular, in the curriculum of this direction, such as "Practical course of English", "Comparative methodology of teaching English", "Professional English" causes the formation of strong verbal-semantic connections, which shows the result of associative-thought activity in students in the temporal aspect.

With the interpretation of professional lexical competence in a foreign (English) language in a specific quality system with the subject of educational and scientific activity, this competence can be defined as a resource that provides a special type of progressive formation of professional and communicative competence for the organization of students' knowledge and experience. This quality is manifested in professional-oriented intelligence, the use of relevant skills and competences to attract and connect professional language knowledge, to implement content-supplementing verbal structures in the process of verbal interaction.

We express our attitude to this opinion based on the author's approach. In our opinion, the complex associative quality of lexical skills is a distinctive feature of lexical skills formed on the basis of interdisciplinarity and based on transfer of mental associations to these conditions of learning and learning activities of semantic associations existing in students' speech and cognitive experience. Complex associativity, as a priority linguistic feature, is effective in strengthening such features of lexical skills as the concept that implies the clear presence of a certain rule in the mind of students of the field and the ability to refer to this rule in case of difficulty. At the same time, it requires stability in performing the necessary operations. This is manifested as complex functional structures that are implemented through speech thinking activities and psychophysiological

reactions to verbal stimuli (linguistic unit). There are a number of conditions for the formation of such skills and competences in future English language teachers: the mechanism of analogy and comparison, involuntary memorization, the regularity of sampling in the brain of students, the complexity of acquisition through the combination of auditory, visual and motor images, meaningful imitation, etc.

Formation of foreign language professional lexical competence is one of the important factors of improving the quality of language training of students in the field. Because the professional lexicon is considered the main component of both expressive and receptive types of speech activity, if students have mastered them thoroughly or, most importantly, have learned to master professional-oriented lexical material and can use it effectively in various situations of professional cooperation, then the students of the field it will be possible to be certain that they have mastered lexical knowledge and skills in all types of speech activity.

So, in order to achieve the formation of lexical competence in the students of the higher educational institution "English language course", it is necessary to ensure the sequence of the appropriate stages of its formation in the educational process. It is necessary to successfully implement the work of organizing the acquisition of lexical material in accordance with the plan in the special "Road Map" by means of interdisciplinary communication, which is taught taking into account the linguistic features of the foreign language material.

Without solid knowledge and skills in the field of vocabulary, it is impossible to successfully develop the ability to understand by reading, speaking or listening, because with its help, the process of receiving certain information and transferring it to others takes place. For this reason, we believe that it is necessary to pay special attention to work on vocabulary in foreign (English) language classes.

It should be noted that when working on the lexicon, the student should be ready to use his specific vocabulary correctly and situationally. Here, in particular, there is a need to prepare him to work with the problems of knowledge acquisition, which can be overcome during communication and during exercises, as well as when working with various dictionaries. It should be noted that when learning English, students may have the initial impression that learning lexis requires mastering this lexicon, or they may think that vocabulary is the interconnection of certain words and the use of words often requires the use of a specific lexical unit. That is why it is important to prepare students for proper acquisition of vocabulary at the initial stage.

In the process of forming students' lexical competence, it is important to master words well, that is, to develop their continuous practice, which should be built on the basis of certain pedagogical principles. In this case, linguistic exercises related to the formation of lexical competence are aimed at creating lexical units that serve not only receptive, but also productive communication. Thus, the use of various methods and methods for the formation of lexical competence allows students to recall the words previously acquired in certain communication situations in order to understand or express the content and meaning of a particular word.

So, the use of effective methods and tools for the development of lexical competence in English classes led to the improvement of the quality of knowledge and improvement of mastery, increased the motivation and knowledge interests of the future specialist, and gave a great practical opportunity to develop and improve linguistic (lexical) competence.

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