

FUNCTIONAL AND CONTENT CHARACTERISTICS OF EDUCATIONAL PROFESSIONALLY DIRECTED LEXICAL COMPETENCE IN ENGLISH.

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Annotation: The term “lexical competence” is explained in this article. The structure of lexical competence is studied and consists of cognitive, practical and reflexive components. Skills indicators based on the analysis of linguistic, didactic and methodical literature for lexical competence are determined.

Keywords: lexical competence, indicators of skills, lexical skill, word, stable combination, idiom.

In the "New Dictionary of Methodostudied logical Terms and Concepts" by E.G. Asimov and A. N. Shchukin, "lexical competence" is interpreted as "the ability of students to determine the contextual meaning of a word, compare its volume in two languages, identify in it specifically national, characteristic of the culture of the people who speak this language" [1]. According to A.N. Solovova, "lexical competence is knowledge of the vocabulary of a language, including lexical elements, and the ability to use them in speech. Lexical elements include words, regular combinations of words, stable combinations (phrasal verbs), complex prepositions, phraseological units" [2]. Lexical competence is an integral part of the communicative one, the formation of which proceeds as a graduated process, several levels can be conditionally distinguished in it. By the level of formation of lexical competence, we mean the ability of students to solve problems related to the assimilation of a foreign language word in the practical use of it in speech on the basis of acquired knowledge and relevant skills [3] The structure of lexical competence includes: a cognitive component, an effective and practical component and a reflexive component. The cognitive component is represented by lexical knowledge.

Lexical knowledge means knowledge of a specific lexical unit, knowledge of the meaning of a specific lexicosemantic variant, knowledge of the form of a word (phonetic, graphic, grammatical, morphological, word-formation, lexical, semantic, syntactic tiers of the language) [4]. The effective-practical or procedural component involves a strategy of mastering the word, which includes certain actions on the word. These are linguodidactic strategies that reflect the model of a secondary linguistic personality, a model of assimilation of a system of a non-native language and culture. Based on the analysis of linguistic, didactic and method quickly find words in the mental vocabulary; predict the next word taking into account the rules of lexical and grammatical valence; associate word pairs and whole thematic series when generating a statement; master different aspects of lexical strategy; use a personal style when learning lexical material; identify the subject of speaking and organize lexical units around it; highlight semantic milestones in texts and organize lexical level units around them; express the same thought by different lexical means (lexical flexibility); guess the meaning of unknown words by their components; to achieve the expressiveness of speech by selecting special lexical units; solve the problem of the lack of lexical units in different ways; -to carry out lexical self-correction [5]. The formation of lexical competence occurs primarily due to the development and consolidation of lexical units, which means not only a single word, but also a stable combination and idioms. Along with the process of formation of lexical competence, the development of lexical skills of a productive and receptive nature takes place. Along with the process of lexical literacy, there is the development of lexical skills of a productive and receptive nature. In the methodological literature, lexical skill is defined as "an automated action to select a lexical unit corresponds to a plan and its correct combination with other units in a productive language and automated perception and association with meaning in receptive speech" . In addition to the need to form productive and productive lexical skills, as noted by N.D. Galskova and N.I. Gez, students should master socio-cultural and linguistic knowledge. The latter include knowledge of the rules of word formation of lexical units and their compatibility, which is very

important when mastering the German language, one of the features of which is the substantive word composition as the most productive way of forming new words. A comparative analysis of the requirements for mastering the lexical side of speech at different stages of secondary school indicates that linguistic knowledge includes the rules of word formation already in elementary school, and the expansion of the vocabulary of students in primary and secondary schools provides for the mastery of new word-forming means mastering oral speech (listening and speaking) and reading is "impossible without speech skills". Lexical skills are of particular importance in this process. The leading role of the lexical component is assigned to the structure of the content of teaching a foreign language as a whole. Lexical skills are strong and stable if work on them is carried out in a relationship and system. Lexical skills ensure the inclusion of words in productive and receptive types of speech activity, which ensures high compatibility of lexical material, expressed in the automatic use of lexical material to confirm their own thoughts, as well as in understanding thoughts expressed by other participants in the act of communication. Thus, in modern society there is a need for a competence-based approach, which is not to assimilate ready-made knowledge, but to understand the conditions for creating this knowledge that will allow you to become a person in conditions of its constant variability and development. The developed language competence is the main goal of language teaching at the university. Lexical competence is an integral part of communication, it is knowledge of the vocabulary of the language, the ability to determine the contextual meanings of words, extract the necessary lexical units depending on the situation and determine the national characteristics of the vocabulary of foreigners. The structure of lexical competence includes: cognitive, practical and reflexive components. Along with the process of lexical literacy, there is the development of lexical skills of a productive and receptive nature. The main task of teaching a foreign language at the present stage is the formation of communication skills in a foreign language. Communicative competence and its component - lexical competence - play a leading role in achieving the main goal of language teaching - the ability to communicate in a foreign language. Lexical

competence, in turn, means having the lexical competence of speech. Modern school practice shows that students do not master the vocabulary of a foreign language in the required form. The lexical competence of speech is not fully developed. Therefore, it is necessary to develop a special teaching method that is aimed at the perception and recognition of the lexical side of the language, which will contribute to the successful development of lexical language competence. Mastering lexical competence is largely determined by motivation, interest and the choice of teaching tools and methods.

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