

THE IMPORTANCE AND ROLE OF LEXICAL COMPETENCE IN TEACHING FOREIGN LANGUAGES TO STUDENTS

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Annotation

Lexical competence expresses the ability to correctly and effectively use vocabulary, word combinations, expressions, and other lexical elements, indicating understanding and utilization abilities. It is considered a fundamental part of language learning, as proficient language use enhances the learner's communicative and expressive abilities. Lexical competence assists in understanding the meaning of words and word combinations, acquainting oneself with new words and expressions, and learning to use words correctly and effectively. Developing lexical competence is important for students' future reading, writing, vocabulary, and speech development. It enables students to enhance their language proficiency and broaden their usage, creating opportunities for expressing their own ideas and achieving success in communication.

During the process of teaching lexical competence, dictionaries, reference books, electronic databases, word games, glossaries, and other methods are utilized. These methods assist students in learning vocabulary through engaging, interactive, practical, and self-reinforcing techniques. Lexical competence is at the core of language knowledge and enhances students' ability to master language in a proficient and skillful manner. It aids in developing their communicative and expressive abilities, facilitating the accurate and clarity of expressing their ideas.

Key Words

lexical competence, vocabulary, reference, communicative competence, speech, dictionaries

Annotatsiya

Leksik kompetentsiya, so'z birikmalari, ifodalar va leksikaga oid boshqa elementlarni to'g'ri va samarali ravishda ishlatish, tushunish va ulardan foydalanish qobiliyatini ifodalaydi. Tilni o'rganishning asosiy qismi hisoblanadi, chunki tilni samarali ishlatish o'quvchining kommunikativ va ifoda qobiliyatini oshiradi. Leksik kompetentsiya, so'zlar va so'z birikmalarining ma'noni tushunish, yangi so'zlar va ifodalar bilan tanishish, so'zlarni to'g'ri va samarali ishlatishni o'rganishga yordam beradi. Leksik kompetentsiya o'quvchilarga kelajakda o'qish, yozish, so'zlom va nutqni rivojlantirishda muhim. Bu, o'quvchilarni tilni samarali va keng qo'llashga olib keladi, ularga bog'liq mavzularda o'z fikrlarini ifodalash va kommunikatsiyada muvaffaqiyatli bo'lishga imkoniyat yaratadi.

Leksik kompetentsiya o'rgatish jarayonida tilga oid lug'atlar, qo'llanmalar, elektron ma'lumotlar bazalari, so'z o'yinlari, so'zlashgichlar va boshqa usullardan foydalaniladi. Bu usullar o'quvchilarni leksikani qiziqarli, o'ynagan, amaliy va o'zlashtiruvchan usullar orqali o'rganishda yordam beradi. Leksik kompetentsiya, til bilimining asosiy ko'rinishidir va o'quvchilarning tilni samarali va malakali

tarzda o'zlashtirishlarini oshiradi. Bu esa ularga kommunikativ va ifoda qobiliyatini rivojlantirishga, o'z fikrlarini to'g'ri va aniqligi ifodalashga yordam beradi.

Kalit so'zlar

leksik kompetentsiya, so'zlar, qo'llanma, kommunikativlik, nutq, lug'atlar

Аннотация

Лексическая компетенция выражает способность корректно и эффективно использовать словарный запас, словосочетания, выражения и другие лексические элементы, указывая на умение понимания и использования. Она считается фундаментальной частью изучения языка, поскольку грамотное использование языка повышает коммуникативные и выразительные способности учащегося. Лексическая компетенция помогает понимать значение слов и словосочетаний, ознакамливаться с новыми словами и выражениями, а также учиться использовать слова корректно и эффективно. Развитие лексической компетенции важно для будущего чтения, письма, расширения словарного запаса и развития речи у студентов. Она позволяет студентам повысить свою языковую компетенцию и расширить область применения, создавая возможности для выражения собственных идей и достижения успеха в коммуникации.

В процессе обучения лексической компетенции используются словари, справочные книги, электронные базы данных, словесные игры, глоссарии и другие методы. Эти методы помогают студентам учить словарный запас через увлекательные, интерактивные, практические и самоусиливающиеся приемы. Лексическая компетенция является основой языковых знаний и улучшает способность студентов овладеть языком уверенным и искусным образом. Она помогает развивать их коммуникативные и выразительные способности, облегчая точность и ясность выражения своих идей.

Ключевые слова

лексическая компетенция, словарный запас, справочная информация, коммуникативная компетентность, речь, словари

Introduction

In the context of transitioning to contemporary educational standards, the importance of teaching foreign languages is becoming increasingly apparent. Improving teaching methods and finding effective ways and means to develop the necessary competencies for students, along with enhancing the competencies required for cultural communication through language, are broadening. There is a demand for connection between core knowledge and practical skills, directing towards becoming a better-prepared, experienced educator, and personal development in professional effective training. The Federal state standard of higher education envisages shaping universal competencies for graduates, which are equally applicable to both students and teaching staff specializing in language sciences. Therefore, through primary duties, it is crucial to develop language activities in a professional and daily communication setting, meaning the development of communicative competence. The relevance of studying teaching methodology, the methodological aspects of teaching vocabulary, and the conditions for the qualitative development of lexical control are related.

Lexical competence refers to "understanding the structure of a language and the ability to use it." We understand that it is defined as "clearly understanding the meaning of a word, comparing the meaning of a word in two languages, understanding the organization based on lexical knowledge, skills, experience, and personal language and speech experience."

As emphasized in methodological literature, the structure of lexical competence consists of three components:

- 1. Motivational,**
- 2. Cognitive, and**
- 3. Operational.**

The motivational aspect indicates the importance of conveying the significance of vocabulary learning in teaching. The cognitive aspect shows acquiring the necessary knowledge and experience for language comprehension and expression activities. The operational aspect imagines being able to learn both the receptive and productive types of language activity, such as listening, reading, writing, and speaking.

The stages of developing students' lexical skills include recognizing word forms, understanding word meanings, memorizing words, and using words in speech. Another scholar, S.N. Tatarnitseva, emphasizes, "The primary goal of teaching vocabulary is to correctly form speech and develop an understanding of lexical units in listening." S.N. Tatarnitseva also stresses that "the main purpose of teaching vocabulary is to correctly form speech and develop an understanding of lexical units in listening."

This explanation articulates the primary objective of teaching lexical competence: to correctly and effectively shape speech and to understand lexical units in listening.

To achieve this goal, students are required to learn vocabulary that aids them in using speech correctly and effectively. This includes understanding the interrelation and impact of words, phrases, expressions, and their connection to one another.

Lexical units are words, phrases, expressions, and word combinations that express interrelation and impact in speech. Understanding lexical units is crucial for effective listening, comprehension, and articulate speech. Recognizing these units assists students in analyzing speech, understanding its meaning, and expressing their own thoughts accurately and clearly.

As S.N. Tatarnitseva emphasized, the primary objective of teaching vocabulary is to shape speech correctly and develop an understanding of lexical units in listening. To achieve this objective, lexical competence teaches students to use speech effectively and proficiently. The methodology for developing lexical competence involves a step-by-step process with lexical units: speaking, acquaintance exercises, semanticization, pronunciation learning, activation, revision exercises, and exercises for working in various communication conditions.

In other words, developing lexical competence begins with introducing new vocabulary and ends with its active use in communicative activities. The research objective aims to demonstrate the effectiveness of incorporating a complex of lexical exercises based on students' opinions. The research object emerges as a series of teaching activities aimed at developing lexical competence,

which serves as a process of specialization within the symbols of communication for students in higher education institutions focusing on language and non-language disciplines.

Research Materials and Methods:

The methods used to address all issues can be divided into theoretical (hypothesis-deductive, analysis of experience, and its implementation in scientific-methodical terms) and practical (observation, questioning, statistical analysis, and verification). Describing research materials and methods is important in defining the methods used to solve speech-related issues. These methods can be theoretical and practical, each illustrating specific characteristics used to solve issues.

Theoretical Methods:

- a. Hypothesis-Deductive Method: In this method, understanding the issue and its solution involves creating hypotheses or assumptions. Later, research and analysis are carried out based on these hypotheses. As a result, the issue is either resolved or not resolved.
- b. Analysis of Experience and Its Implementation in Scientific-Methodical Terms: This method involves using practical experiments, observations, sociological and psychological studies, analyses, and other scientific-methodical methods to address issues. This method enables researchers to achieve scientific results based on the issue.

Practical Methods:

- a. Observation: In this method, data collection and observation are conducted to address issues. This data can be collected through surveys or in observational settings.
- b. Questioning: This method involves administering questionnaires to students, experienced individuals, or those relevant to the issue to gather their opinions and information.
- c. Statistical Analysis and Verification of Information: In this method, statistical analysis is conducted to address issues. Based on the results of statistical analysis, the issue is resolved and verified.

Research materials and methods describe the methods used to address speech-related issues. Theoretical methods include hypothesis-deductive and analysis of experience and its implementation in scientific-methodical terms, while practical methods include observation, questioning, statistical analysis, and verification. These methods assist researchers in understanding, analyzing, and resolving issues.

The research was conducted at the Akmu'lla State Pedagogical University in Bashkir and the Ufa Institute of Jurisprudence of the Russian Ministry of Internal Affairs. The questionnaires were directed towards researchers and organizers who would carry out the most effective activities for identifying lexical competencies. The informants involved 1st to 3rd year students. The total number of respondents was 100, including students specializing in languages other than English. The level of English proficiency required by the informants for language acquisition was based on international standards - Intermediate/Upper-Intermediate.

The participants of the research were surveyed online in an automated mode, providing them with a convenient and comprehensive environment to answer the questions asked within a specified time frame. This information is crucial for ensuring objectivity. The survey comprised 14 activities, and for each of them, three options were provided to assess their effectiveness: "effective," "partially effective," and "ineffective." Now let's take a look at the descriptions of the provided activities.

1. "Snowball" game: The first participant chooses any word from the new vocabulary, then the second participant states its Russian equivalent and provides its Uzbek translation. Simple game to start off the lexical activity.
2. Word translation from English to Uzbek and back: Process of translating a word from English to Uzbek and vice versa.
3. Matching / Matching: Associating a word with its definition, its synonym, or its description.
4. Memory game: Cards are laid out on the table with English words and their translations, the goal is to find pairs.
5. Individual questioning: Questions related to personal information.
6. Dictation: The process of dictating.
7. Crossword: Creating a crossword puzzle where the English word is given and the task is to identify its translation.
8. Exercises for matching, translation, modification, and entry: Practical exercises for matching, translating, modifying, and entering words.
9. Alphabetically arranging: Given words are arranged in the correct order.
10. Dialog creation: Creating and acting out a dialogue.
11. Creating your own examples related to new vocabulary: Creating your own examples and describing them.
12. Association method: Finding similarities between English words and Russian words, as well as tasks conducted in Uzbek.
13. Pantomime: Acting out actions or idioms without speaking, group guessing.
14. Finding words according to the first and last letters: Finding words according to given letters.

Empirical research results: The effectiveness level of lexical activities participated in the survey is assessed, and answers are categorized by effectiveness level. If a task is rated above 90 by participants, it is considered highly effective; between 70 and 89 - effective; between 50 and 69 - moderately effective; below 49 - ineffective.

Lexical Activities and their Effectiveness Assessment

Lexical Activity, Effectiveness Assessment, Activities, Effective, Partially Effective, Ineffective

Creating examples with new vocabulary (answers/situations/dialogues) + translation by a member of the group / writing down heard active elements

According to the order presented, effective tasks include: translating words from English to Russian, matching game, matching, translation, modification, placement exercises, creating dialogues, creating examples with new vocabulary (answers/situations/dialogues), translation by a member of the group, writing down heard active elements.

Among the tasks with average effectiveness, "Snowball" game, "Memory game," crossword creation, and association method are mentioned. Individual questioning, dictation, "Putanitsa" game, "Pantomime" game, word guessing games based on first and last letters were relatively poorly rated by some respondents.

The difference in ratings obtained from the above game may be due to the large number of lexical units learned in language teaching classes: the more new vocabulary is learned, the easier it is to recall them, which leads to easier application of new words in communicative activities. Additionally, activities learned are based on word level, along with many highly-rated activities, forcing students to work at the level of using them in speech and text. This result also suggests that the higher complexity of analyzed activities may be related to the absence of a creative component (for example, dictation, individual questioning). It should be noted that students who rated tasks as ineffective in the "effective" group gave preference to tasks in the "partially effective" group. Middle effectiveness tasks: "Hot potato" game, "Memory bag" game, crossword preparation, association method. Personal questioning, dictation, "Guessing game," "Pantomime" game, guessing words based on first and last letters, rated as ineffective by some respondents.

Conclusion

In the process of learning, conducting experienced search tasks aimed at identifying the most effective tasks for developing lexical language competence is essential. In our opinion, tasks selected by respondents as effective, such as word translation from English to Uzbek and vice versa, Matching game, checking equivalences, translation, modification, placement, dialogues, creating situations, events, dialogues with new vocabulary, their translations to each other, confirmation of heard active elements, are tasks that have on one hand a creative, interactive nature, and on the other hand, tasks of moderate difficulty compared to others.

The results of the experimental phase indicate that in the work on developing lexical competence, on one hand, it is necessary to act in accordance with individual preferences, and on the other hand, to choose work in the form of games by others, through which it is necessary to work with vocabulary at the level of speech and text. According to the collected statistical data, it confirms the hypothesis about the need for special attention to be paid to the aspect of language proficiency in the work process, which in turn affects the overall development of students' abilities in both language and non-language areas.

General practical experience has been collected on the types of tasks aimed at developing lexical language competence, identifying their most effective and least effective types. However, such research does not fully address the issues of developing lexical language competence of students in faculties of language and non-language specialties. Specifically, in this regard, it is relevant to test

these types of work in an electronic environment and compare their effectiveness under online conditions.

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