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## CONTROL OF THE INFORMATION OF LEXICAL SKILLS

**Abstract:** This article explores the control and development of lexical skills in language learning, emphasizing the importance of measuring automated speech components through their operational actions. It outlines how effective control mechanisms not only evaluate individual operations but also enhance student engagement, responsibility, and cognitive efforts. The process of forming productive lexical skills involves verifying actions such as recalling vocabulary, contextual usage, and addressing communicative tasks, employing both implicit and explicit control methods. Key strategies for vocabulary familiarization are discussed, including monolingual and translation methods of semantization, which facilitate deeper comprehension and retention of new words.

**Аннотация:** В данной статье рассматривается контроль и развитие лексических навыков в изучении языка, подчеркивается важность измерения автоматизированных компонентов речи через их операционные действия. Описывается, как эффективные механизмы контроля не только оценивают отдельные операции, но и усиливают вовлеченность студентов, их ответственность и когнитивные усилия. Процесс формирования продуктивных лексических навыков включает в себя проверку действий, таких как воспоминание словаря, использование в контексте и выполнение коммуникативных задач, с применением как неявных, так и явных методов контроля. Обсуждаются ключевые стратегии для знакомства с лексикой, включая монолингвальные и переводные методы семантизации, которые способствуют более глубокому пониманию и запоминанию новых слов.

**Annotatsiya:** Ushbu maqolada til o'rganishda leksik ko'nikmalarni nazorat qilish va rivojlantirish masalasi muhokama qilinadi, avtomatlashtirilgan nutq komponentlarini operatsiyaviy harakatlar orqali o'lchashning ahamiyati ta'kidlanadi. Samarali nazorat mexanizmlari nafaqat alohida operatsiyalarni baholaydi, balki talabalarning ishtiroki, javobgarligi va kognitiv harakatlarini ham oshiradi. Produktiv leksik ko'nikmalarni shakllantirish jarayonida so'zlarni yodda saqlash, kontekstda ishlatish va kommunikativ vazifalarni bajarish kabi harakatlarni tekshirish qamrab olinadi, bu esa ochiq va yopiq nazorat usullari bilan amalga oshiriladi. Leksika bilan tanishishning kalit strategialari, jumladan, monolingval va tarjima usullari semantizatsiyasi muhokama qilinadi, bu usullar yangi so'zlarning yanada chuqurroq tushuntirilishi va yodlanishini ta'minlaydi.

**Key words:** Lexical skills, control, automation, operational actions, communicative tasks, semantization, monolingual methods

**Ключевые слова:** Лексические навыки, контроль, автоматизация, операционные действия, коммуникативные задачи, семантизация, монолингвальные методы, монолингвальные методы

**Kalit so'zlar:** Leksik ko'nikmalar, nazorat, avtomatlashtirish, operatsion harakatlar, kommunikativ vazifalar, semantizatsiya, monolingval usullar

Automated components of speech, i.e. skills, are measured in turn through their components - operations. The ability to perform individual operations and actions that ensure the presence of all the qualities inherent in a skill become the object of current control. Control not only provides for the correction of individual operations and their evaluation, but also performs other functions: it stimulates students' activity, increases their responsibility, mobilizes their intellectual, volitional, and emotional efforts.

The control of the formation of productive lexical skill provides for the verification of the fulfillment in skills of such operational actions as recalling a lexical unit from memory, combining it with others, including the word in a wider context, as well as solving the proposed communicative task. It can be carried out implicitly (when solving communicative tasks) and explicitly: through oral or written control exercises, which can be used the previously mentioned training exercises, as well as multiple choice tests or tests with a freely constructed answer.

Regular current control develops students' ability to critically evaluate their actions, to self-control.

Familiarization with a word is a crucial moment in the work on its assimilation: its optimal organization determines to a large extent whether it will "sink" into memory. In methodology there is a certain arsenal of means of semantization: monolingual methods of semantization, in which the disclosure of the meaning of the word is made in the foreign language under study, and translation. The former include context, definition, synonyms, antonyms; the latter include translation into the native language, and in cases of discrepancy in the scope of the meaning of the word in the foreign and native languages, interpretation in the native language. All these means of semantization can be accompanied by the use of visualization, which contributes to the perception of the image of the word together with its subject meaning, while translation into the native language can be excluded.

The practice of teaching a foreign language in recent years has set new accents in relation to monolingual and translation methods of semantization, if during familiarization to allow the simultaneous translation and interpretation in the native language, these are the most economical and reliable ways of semantization, it will be possible to move faster to training and practice speech exclusively in a foreign language, it is recommended to first present the material in a coherent whole, then select it for consideration and training.

What are the main stages of work on lexical material?

II stage - Training (automatization of LE)

III stage - Application (development of skills and abilities to use vocabulary in different forms of oral and written communication).

Initial stage. The vocabulary studied at this stage belongs to the productive vocabulary, i.e. these are the LEs that students should immediately retrieve from memory to designate the concepts they need and correctly reproduce them in oral speech with observance of all norms of use - pronunciation, combination, grammar (and for writing - and orthographic).

Familiarization at the initial stage is carried out through listening. Pupils try to guess the meaning of what the teacher informs them, and then productive vocabulary is extracted from the context and fixed orally.

Some vocabulary is introduced without reliance on the text, but also in context. Visualization, texts, mimicry help to reveal the meaning of new words, as most of them have a concrete character.

A new word should also be worked on in isolation, as the meaning of the word in context is not always the main one.

At advanced stages, a new word should be introduced with obligatory combinations, the allocation of which should be a priority within the training minimums.

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