

# **TECHNOLOGIES FOR DEVELOPING LEXICAL COMPETENCE OF PRIMARY SCHOOL STUDENTS IN ENGLISH**

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**ABSTRACT** This article is importance of lexical skills in the context of interdisciplinary relations as an integral part of the lexical competence of a foreign language is emphasized, their specificity and conditions of formation are described, based on the advantage of constructing a lexical competence of a foreign language on an interdisciplinary basis. This involves taking into account the linguistic characteristics of the students as well as the educational and cognitive activities.

**Keywords:** lexical competence, lexical skills, vocabulary, dynamic unity, professional process, communicative competence.

## **ТЕХНОЛОГИИ РАЗВИТИЯ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ НА АНГЛИЙСКОМ ЯЗЫКЕ**

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**АННОТАЦИЯ** В статье подчеркивается важность лексических умений в контексте междисциплинарных отношений как составной части лексической компетенции иностранного языка, описывается их специфика и условия формирования, исходя из преимущества построения лексической компетенции иностранного языка на междисциплинарной основе. Это включает в себя учет языковых характеристик учащихся, а также учебной и познавательной деятельности. **Ключевые слова:** лексическая компетенция, лексические навыки, лексика, динамическое единство, профессиональный процесс, коммуникативная компетенция.

It is known that the modern concept of higher education implies the organization of educational culture based on a set of basic competencies of a general cultural and professional nature and necessary in the relevant areas of activity. The tasks facing students in modern conditions are formed on the basis of professional vocabulary as

mastering all types of speech activities, as well as mastering professional communication skills. These requirements for a university graduate are determined by the need to form a high level of professional and communicative competence among future professionals, which is unlikely to happen without mastering professional vocabulary in a foreign language. Foreign language lexical competence is the linguistic basis of professional and communicative competence. They can be considered as a dynamic unit: lexical competence is formed in the process of communicative activity of students and improves with the development of lexical competence, that is, their formation is interrelated. Professional lexical competence is a holistic concept that represents the ability of students to apply relevant vocabulary, skills and competencies formed on its basis, knowledge speech experience in different situations related to their future professional activity.

**MATERIAL AND METHODS** Lexical competence is the ability of students to determine the contextual meaning of a word, to compare it with other languages, in which to distinguish a national feature for the culture of a particular nation. Vocabulary acquisition has a systemic formative value in the context of foreign language teaching. It is created on the basis that people communicate with each other using these meanings. Word perception and word usage are closely related to the processes of forming, shaping, and designing an idea using lexical means. Given the natural integration of the lexical component into the linguistic component of communicative competence, the latter implies the knowledge, skills, and competencies needed to understand the foreign language participant in the dialogue and to create a unique model of speech behavior. To do this, it is necessary to analyze the text of the basic concepts of linguistics (methods, types, methods of linking sentences in the text, etc.) and to know the skills and communication skills correctly, verbal communication in relation to different areas and situations of communication skills need to be formed gradually. Communicative competence is the ability to exercise linguistic competence in different contexts of speech interaction, taking into account social norms of behavior and the communicative expediency of expression. A leading component in the process of forming communicative competence are

speech (communication) skills and abilities, which in turn include expression and skills in all types of speech activities. Lexical - focusing on the component as an integral part of all speech activity, based on the results of research confirming the emergence of very high correlations in learning a foreign language and determining the nature of the relationship between them in determining its various parameters. A lexicon is a set of words and combinations of lexical units that are functionally similar to them. The second is that things, events, words capable of naming their characters, stable expressions, or other linguistic units, so that the concepts of "lexical unit" and "word" are synonyms, and here they are interchangeable. Specialty literature serves as the basis for a professional dictionary, and students talk about the acquisition of a particular vocabulary in a professional field, in the field of their specialization, a vocabulary consisting mainly of terms possible. In the context of this article, it is important to explain the concept of "terminological dictionary", which, as a rule, has a single meaning and is applied in the field of professional activity, giving clear concepts regardless of the context. Against the background of the definitions and emphasis on the lexical component of the linguistic basis of communicative competence, it is necessary to distinguish between the concepts of "language competence" and "lexical competence" semantically. In the traditional interpretation, the essence of linguistic competence is a set of known elements that are interrelated. Language competence is defined as a set of knowledge, skills and competencies implemented in the process of activity (communication), the ability to change information in accordance with personal communication tasks, a set of rules of language analysis and synthesis. Sentence construction and analysis are units that allow the use of the language system for communication purposes. Unlike language competence, lexical competence is a set of lexical knowledge, skills, and competencies that determine students' ability to find the contextual meaning of a word, compare its meaning in two languages, and use the word in the appropriate context. In other words, it is the organization and interdependence of learners' vocabulary acquisition efforts with lexical units; it is to know the meaning of a lexical unit, its graphic structure and pronunciation, the grammatical forms of a

word, and the rules of association with other lexical units. Despite the definitions presented, the concept of “lexical competence” was incomplete, if it only covered lexical knowledge and skills, so lexical competence as a complex, structural formation would affect students’ linguistic, speech experience, and personal quality also includes. Some researchers (A.E.Sizemina, A.N.Shamov) have conditionally distinguished several levels in the formation of foreign language lexical competence, on the basis of which the process of forming students’ ability to solve communicative problems related to the practical use of a foreign language dictionary is used in speech activities based on the knowledge, skills and abilities acquired. Linguist V.D.Chernyak describes the lexical competence of the native speaker and talks about the following features that can determine his level of development: The level of development of communicative competence and the communicative abilities of students in general are largely determined by the capabilities of lexical resources. It is it that ensures the freedom and effectiveness of communicative behaviors, the ability to fully comprehend and activate incoming information. According to A.N.Shamov, the formation of lexical competence begins primarily with the accumulation of empirical knowledge - is to observe the functioning of lexical units in different communicative contexts (oral and written). At this stage, the presentation and semantization of the new vocabulary is organized - students gain an idea of the sound and graphic representation of the lexical unit, the relationship between the word in a foreign language and its meaning is formed. Students will have the skills to identify lexical units in the communicative situations presented. The second level of formation of students’ lexical competence involves the formation of skills in the use of lexical units under study, the establishment of strong links between lexical units and their meaning. Teaching the vocabulary learned at this stage to speech helps to strengthen the initial skills of using words in a particular communicative setting. The communicative backgrounds of the exercises proposed at this level consistently reveal the scope of application of the lexical units being studied, reflecting their communicative capabilities. The third level of formation of lexical competence is related to the acquisition of theoretical knowledge about the lexical

system of the target language, ie. expanding students' linguistic experience. This degree involves the formation of skills by students to identify the shape, structure, and semantic properties of a word, contributing to the creation of stronger verbal-semantic connections. At this progressive level, the formal aspects of the language being studied are mastered, which helps to develop students' philological outlook. The outcome of the formation of lexical competence involves the development of skills in using lexical units to solve different communication tasks, tasks and their solution require students to use previously learned or learned language tools and individual speaking experience. This qualification degree is related to the implementation of practical actions with a dictionary in a foreign language, assuming the use of the necessary language knowledge, speaking skills and abilities, to solve various communication tasks according to the conditions focused.

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