

Approaches and Methods for the Development of Speech and Lexical Competencies in Teaching English at Non-Philological Higher Education Institutions

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Abstract

This article mainly deals with theoretical and practical importance of lexical competencies in teaching English at non-philological Higher educational residence. Lexical competence in linguistics refers to an individual's ability to effectively understand, produce, and manipulate the vocabulary and lexicon of a language within various communicative contexts. It encompasses a range of skills related to lexical knowledge, including vocabulary acquisition, word use, collocation, and semantic relations. Let's explore the key components and implications of lexical competence in linguistics:

This includes the breadth and depth of an individual's lexical repertoire, encompassing a broad range of words, phrases, and expressions across different semantic fields. Understanding how words co-occur with other words or form fixed expressions within the language, contributing to natural and fluent language use. Grasping the formation and structure of words, including affixation, compounding, and derivational processes within the language.

Keywords: lexical resource, competence, lexical approach, real-life situations, speech, methods, patterns.

There are several approaches and methods that can be used to develop speech and lexical competencies in teaching English at non-philological higher education institutions, such as the cybersecurity field. These include:

1. **Communicative Language Teaching (CLT):** This approach emphasizes the importance of communication in language learning and focuses on providing students with opportunities to practice using language in real-life situations.
2. **Task-Based Language Teaching (TBLT):** This method involves designing tasks that require students to use language in order to complete them, which helps to develop their communicative competence.
3. **Content-Based Language Teaching (CBLT):** This approach involves teaching language through subject matter content, which is particularly relevant in the cybersecurity field where technical vocabulary and terminology are essential.
4. **Lexical Approach:** This method focuses on teaching vocabulary in context and developing students' ability to use words and phrases accurately and fluently.
5. **Cooperative Learning:** This method involves students working together in groups to complete tasks, which can help to develop their communication and collaboration skills.

Overall, a combination of these approaches and methods can be used to effectively develop speech and lexical competencies in teaching English to students of the cybersecurity educational direction. By providing students with opportunities to practice using language in real-life situations, teaching language through subject matter content, and emphasizing the importance of accurate and fluent use of vocabulary, students can develop the communication skills they need to succeed in their future careers.

Also, there are some approaches to conduct effective lessons:

1. **Communicative Language Teaching (CLT):** This approach is based on the idea that language learning should focus on communication and interaction rather than grammar rules and vocabulary lists. In CLT, language is taught in context, with an emphasis on real-life situations and communication strategies. The goal is for students to be able to use the language they learn in a variety of situations, both inside and outside the classroom.
2. **Task-Based Language Teaching (TBLT):** This approach is based on the idea that language learning is most effective when students are engaged in meaningful tasks that require them to use language to achieve a goal. In TBLT, students work on tasks that are designed to be challenging but achievable, with an emphasis on communication and collaboration.
3. **Content-Based Language Teaching (CBLT):** This approach is based on the idea that language learning is most effective when it is integrated with subject matter content. In CBLT, language is taught through subject-specific content, such as articles or lectures on cybersecurity, with an emphasis on technical vocabulary and terminology.
4. **Lexical Approach:** This method is based on the idea that language learning should focus on developing students' ability to use words and phrases accurately and fluently in context. In the lexical approach, vocabulary is taught in context, with an emphasis on collocations, idioms, and other multi-word expressions.
5. **Cooperative Learning:** This method is based on the idea that students learn best when they work together in groups. In cooperative learning, students work together to complete tasks or solve problems, with an emphasis on communication and collaboration. This approach can be particularly effective for developing communication skills in non-philological higher education institutions, where students may have different levels of English proficiency and backgrounds.
6. **Communicative Competence Approach:** This approach is based on the idea that language learning should focus on developing students' ability to communicate effectively in real-life situations. In this approach, students learn not only the grammar and vocabulary of the language, but also the cultural norms and social conventions associated with communication in that language.
7. **Total Physical Response (TPR):** This method is based on the idea that language learning is most effective when it involves physical movement and action. In TPR, students learn language by responding to commands and performing physical actions associated with those commands. For example, a teacher might say "stand up" and the students would stand up, or "touch your nose" and the students would touch their noses.
8. **Immersion Approach:** This approach is based on the idea that language learning is most effective when students are fully immersed in the language and culture of the target language. In immersion programs, students are taught all subjects in the target language, with an emphasis on communication and interaction.
9. **Content and Language Integrated Learning (CLIL):** This approach is similar to CBLT, but with a greater emphasis on language learning. In CLIL, students learn subject-specific content in the target language, with an emphasis on developing both their language skills and their knowledge of the subject matter.

10. Audio-Lingual Method: This method is based on the idea that language learning should focus on developing students' ability to produce correct and fluent speech patterns. In the audio-lingual method, students listen to and repeat dialogues and drills, with an emphasis on accurate pronunciation and grammar.

When it comes to developing speech and lexical competencies in teaching English at non-philological higher education institutions, educators often employ a range of approaches and methods tailored to the specific needs and goals of the students. Here's a deep dive into theoretical approaches and methods that can significantly contribute to the development of speech and lexical competencies:

- Principle: CLT is grounded in the idea that language learning should focus on meaningful communication and language use in authentic contexts.
- Approach to Developing Speech: Emphasizes interaction, task-based activities, and communicative exchanges that promote the development of speaking skills through real-life communication.
- Enhancing Lexical Competencies: Utilizes authentic materials, vocabulary expansion exercises, and role-plays to enhance lexical knowledge within communicative contexts.
- Principle: Based on the notion that language is best learned through the successful completion of tasks, which require the use of specific linguistic and communicative competencies.
- Approach to Developing Speech: Engages students in real-world tasks that prompt spoken communication, fostering language production and fluency in various contexts.
- Enhancing Lexical Competencies: Integrates lexically-rich tasks that encourage the use and acquisition of vocabulary while completing communicative tasks.
- Principle: Emphasizes the importance of lexis (vocabulary) and collocations in language use and places vocabulary acquisition at the forefront of language learning.
- Approach to Developing Speech: Promotes natural language production by focusing on ready-made phrases, collocations, and semantic relationships, fostering more fluent and natural speech.
- Enhancing Lexical Competencies: Emphasizes vocabulary acquisition and use within communicative contexts, aiming to develop a broad and natural lexicon.
- Principle: Integrates language learning with subject content, offering opportunities for students to develop language skills while engaging with academic subjects.
- Approach to Developing Speech: Encourages students to express themselves in English while exploring academic content areas, thereby enhancing both spoken communication and content-specific lexical knowledge.
- Enhancing Lexical Competencies: Builds subject-specific vocabulary and language use by integrating language learning with academic disciplines studied at non-philological institutions.
- Principle: Combines the principles of TBLT with a specific focus on vocabulary development and use within communicative tasks.
- Approach to Developing Speech: Engages learners in a series of lexically-oriented tasks, promoting the acquisition and use of vocabulary in contextually meaningful ways.
- Enhancing Lexical Competencies: Integrates speaking tasks that prompt the use of specific lexical items, encouraging students to apply newly acquired vocabulary in communicative situations.

These theoretical approaches and methods provide valuable frameworks for fostering the development of speech and lexical competencies within non-philological higher education institutions. They aim to integrate language learning with authentic communication and academic content, thereby equipping students with the linguistic and communicative skills necessary for success in their academic and professional endeavors.

If you're interested in specific examples of instructional activities, task design, or the application of these methods within non-philological higher education settings, feel free to let me know! I'd be delighted to further explore the practical implementation of these theoretical approaches in the context of language instruction.

When it comes to developing speech and lexical competencies in teaching English at non-philological higher education institutions, a range of theoretical approaches and methods can be employed to enrich the learning experience for students. Let's dive deeper into the theoretical underpinnings and practical application of these approaches:

- **Theoretical Basis:** Notional-Functional Syllabus focuses on language functions and notions (e.g., giving advice, expressing opinions) rather than pure grammar, emphasizing the use of language for specific communicative purposes.
- **Developing Speech:** This approach encourages students to engage in spoken interaction through purposeful language use, allowing them to express themselves in various real-life situations with a focus on the functional aspects of language.
- **Enhancing Lexical Competencies:** Through communicative activities and tasks designed around language functions and notions, this approach supports the acquisition and application of vocabulary in contextually relevant ways.
- **Theoretical Basis:** CLL is founded on the principles of language learning through collaboration and support within a community of learners, moving away from traditional teacher-centered instruction.
- **Developing Speech:** This method promotes conversational interaction and dialogue between learners, fostering speaking skills through collaborative language practice in a supportive and communicative environment.
- **Enhancing Lexical Competencies:** By engaging in conversational activities and peer-mediated support, students can expand their lexical repertoire through authentic speech interactions within the learning community.
- **Theoretical Basis:** A linguistic approach that highlights the interplay between lexical knowledge and the functions that words perform within grammatical structures, offering insights into the functional use of language.
- **Developing Speech:** By focusing on how words function within specific grammatical contexts, students can develop a greater understanding of how lexical choices contribute to the expression of meaning in speech.
- **Enhancing Lexical Competencies:** Students can gain a deeper appreciation of lexical usage and collocational patterns, improving their ability to express themselves with greater precision and fluency.
- **Theoretical Basis:** Genre-based instruction emphasizes the teaching of language through the analysis and production of different genres, such as academic essays, professional emails, or research papers.
- **Developing Speech:** This approach provides students with opportunities to practice spoken language within specific genres, preparing them for oral communication in academic and professional settings.

- **Enhancing Lexical Competencies:** By focusing on the language features and lexicogrammatical structures within genres, students develop a strong command of specialized vocabulary and language patterns within each communicative context.
- **Theoretical Basis:** Utilizes corpora (large collections of authentic language data) to inform language teaching, offering insights into how language is actually used in various contexts.
- **Developing Speech:** This approach allows students to explore authentic patterns of speech through the analysis of real language data, enhancing their understanding of how lexical items are employed in natural communication.
- **Enhancing Lexical Competencies:** By engaging with authentic language samples, students develop a deeper understanding of vocabulary usage, collocations, and lexical patterns, enriching their lexical competence through exposure to real language usage.

These theoretical approaches and methods offer rich possibilities for developing speech and lexical competencies in non-philological higher education institutions. By integrating these methods into language teaching practices, educators can create dynamic and effective learning environments that empower students to communicate fluently and effectively in English across various contexts and domains.

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