

Strategies for Developing Lexical Competence in the Context of Teaching English in Higher Education

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Abstract. *In this article, the author examines the issue of a communicative approach to teaching vocabulary, subordinated to mastering other aspects of language - grammar and phonetics, which is intertwined with them, but is especially activated when working on a text, in conversational practice classes, while developing reading skills and listening comprehension. Effective explanation of new words with the help of visual aids - real objects, drawings, pictures, tables, photographs, etc. In which, it is convenient to semanticist the meaning of most words - realities that are easily represented in a "visual way", using examples of terms; room, bed, bed, pillow, mattress, pillowcase, blanket, bedspread and others.*

Key words: *methodology, language selection, speech utterance, semantics, principle, expressions, vocabulary.*

1. Introduction

The methodology of teaching any subject area of knowledge assumes strict observance of the basics of the implementation of this process. The psycholinguistic foundations of teaching a foreign language are considered mainly from the perspective of the well-known theory of speech activity: the patterns and features of the generation of a speech utterance, the stages of its construction and forms of implementation, the problem of the selection of language and speech material, as well as its methodological organization, the choice of the unit of instruction, the specifics of the principles of teaching, etc. With a communicative approach, vocabulary learning is subordinated to mastering other aspects of the language - grammar and phonetics, intertwined with them, but especially activated when working on the text, in the lessons of conversational practice, with the development of reading skills and speech perception by ear. The existing practice of teaching (English as a foreign language) operates with a variety of dictionaries, dictionaries, lists of the most commonly used words and expressions.

But the study of vocabulary is not just learning new words, but awareness and assimilation of the connections between them in the language – grammatical, semantic, etc. If students manage to memorize a lot of words and phrases, then their main vocabulary "baggage" remains passive. The student is sometimes unable to connect words even into simple sentences without special purposeful training.

II. Experimental methods

Communication requires the introduction and consolidation of new words in sentences and situations without breaking away from the semantic whole. The main unit involved in the organization of the utterance is the sentence. It is also the basis of the articulateness of the text, the utterance. The universal nature of such a representation is more chemophilic. Sentences form a complex syntactic

whole, written dialogue, monologue and other forms of speech. Memorizing words outside of sentences makes the process of learning vocabulary ineffective. Words taken outside sentences and texts, only as names of things and phenomena of reality, serve as a designation of these phenomena, but do not provide mastery of foreign language speech. In order for students to correctly use words with their meanings and usage laws, it is necessary to apply more than one effective method. Effectively explaining new words with the help of visual aids - real objects, drawings, pictures, tables, photographs, etc. Thus, it is convenient to semanticize the meaning of most words - realities that are easily represented in a "visual way", for example, a room, a bed, a pillow, a mattress, a pillowcase, a blanket, a bedspread, etc. The words denoting bedding are given as lexical filling of negative constructions of the type: "I don't have a bedspread on my bed"; "I didn't buy a duvet cover", etc.

The teacher shows an image of the subject, names it, asks students to repeat the name, then suggests using this word in a sentence. By showing and naming objects of different colors, shapes, sizes and then including these words in phrases, micro dialogues, we introduce students to some adjectives: a large room, a warm blanket, a clean bed, a low bed, etc.

III. Development of oral speech skills

Using figures, tables, diagrams to introduce new words and illustrate their meanings, we obey the basic didactic rule: we give new words in the studied familiar syntactic constructions. When introducing words with an abstract, abstract concept (best, beautiful, beauty, nature, etc.), visual aids do not help the assimilation of such vocabulary. Translation of a word into the native language of students with apparent simplicity does not usually contribute to memorization. Russian is a language of communication, and translation as a method of semantics occupies an insignificant place in communicative learning, since (as already mentioned above) the connections of the English word with the English context are more essential for language proficiency than the connections of the Russian words with an equivalent in the native language. There are groups of words whose translation can complicate the picture. For example, the use of words similar in meaning. - origin-appearance; teach-learn-study-engage; apply-use; base-foundation, etc. it is easier to explain the logic of the English language. So A.K. Aljalut [5] in the article "From the experience of teaching foreign students the vocabulary of the Russian language" writes: "We consider the recommendation of L.A. Novikov to be the most effective recommendation when compiling a lesson dictionary: [6]

- it is necessary to make the semantics of words accessible to students by translating into their native language, using an intermediary language, drawings, gestures, etc.;
- arrange the studied words not only in alphabetical order, but also by topic;
- show how these words are used with others on specific examples, etc.

It is productive to reveal the meaning of new words by selecting antonyms and synonyms already known to students. For example, you can include words opposite in meaning in sentences (warm, wide): It's warm in the dorm, but it's cold outside; This sofa is narrow, and this one is wide, etc. When students accumulate sufficient vocabulary, it's better to resort to explaining words by means of the English language. Introducing the words huge, laugh, shout, bluish, German, you can limit yourself to the interpretation of "very big", "laugh loudly", "speak loudly", "a little blue", "someone who lives in Germany", etc.: There will be a (big) huge construction in Dagestan. He lives in Germany. He's German.

The understanding of the meaning of new words is helped by the analysis of their word-formation composition and semantic connections within the lexical nest. If students know the words table, chair, ball, pencil, etc., then to familiarize themselves with the words table, chair, pencil, etc., it is enough to open their word-formation structure. The assimilation of the meaning of the studied words can be accompanied by the observation of their use in the context. At the same time, associations are created that psychologically help memorization. For example, if we entered the word newspaper in the phrase this is a newspaper, then we can then include this word in the constructions Please Give a newspaper!

Pass the newspaper to your neighbor, etc. You can give verbally and more complex concepts: Please give me today's newspaper! Please give me the newspaper Argumenty i Fakty, etc.

The assimilation of new words, especially at the initial stage, is associated with auditory perception, recognition, distinguishing them in a spoken sentence, phrase, text. Almost all the words that students learn must be heard by them beforehand. This helps to consolidate the word in the memory of students, develop correct pronunciation, and understand the living English speech.

Various situational tasks, games, repetition of word nests, dramatization of dialogues with the inclusion of certain words can serve as incentives for repetition and consolidation of vocabulary. A number of sample tasks can be given: "write well-known synonyms for these words"; "name three European states starting with the letter 'c'"; "name the capitals of the Russian republics and tell them about them", etc. The element of the game, the ability to "transfer" to a certain environment is very important in Russian language lessons. Do not think that this technique is useful only in the children's auditorium. Now many teachers, psychologists use games with great effectiveness when working with adults. Games can be held at different stages of learning, including at the beginning, where they serve as the first attempt to activate students' knowledge. When conducting games, there is an element of emotionality - fun, relaxation, necessary for students of any age when working on the language.

IV. Activity monitoring

In the classroom, we conduct oral and written games containing linguistic and non-linguistic information - geographical, historical, cultural, everyday, etc.; helping to train and consolidate some phonetic, lexical and grammatical phenomena. One of the effective means of fixing vocabulary is home reading. It is essential to teach students to be interested in words that are new to them, to learn their meaning, for what to turn to dictionaries, to memorize these words. It is useful to keep the work with dictionaries under control, since it is a way of expanding the vocabulary of students and a source of possible errors in understanding the syntactic peculiarities of words and using them in speech, since often the meanings of words in the Russian native languages are close, but not always completely coincide.

The introduction of new concepts helps foreigners to master the English language richness. Having learned to recognize words in a situation, context, having met with them once, students will later be able to use them in communication. Our teachers have a special notebook where a list of the words entered is kept. Students should also have a vocabulary notebook for writing new words. Writing new words is not only an introduction, but already the beginning of consolidation. The student's textbook is a notebook in which only what is given in the classroom and is systematically monitored by the teacher is entered, because an incorrect entry will entail a distorted "photo of the word" in memory, and this entails incorrect use of words in speech.

V. Conclusion and Recommendation

In the practice of teaching, we introduce other forms of recording. The meaning of a dictionary notebook (as opposed to a dictionary) is that it contains only the necessary, important not for the student in general, but for this student. It seems right to us that the teacher should choose the appropriate option, taking into account the learning conditions and the composition of the audience. The methodology of lexical work varies at different stages of learning, depends on the goals of language learning and the degree of proficiency in it. At an advanced stage of learning, when students are faced with a large volume of texts, the nature and techniques of working on vocabulary naturally change. Students meet a lot of familiar words, but in other meanings, combinations; discover a large number of words related to the already studied, words close in meaning, synonymous and antonymous, etc., an abundance of vocabulary, the desire to associate it with an already familiar one can lead to lexical errors. To a native speaker, the rules of compatibility, word formation, restrictions are known intuitively, and for a foreigner they must be formed explicitly. For example, when explaining the meanings of verbs, we indicate the boundaries of the combined possibilities in general: to help, influence...; to pay attention, trust, courtesy...

At the department, we prepare students for self-study, educate them in the habits of working with a textbook, with a dictionary, with readable text, video material, etc., so that students will always not be under the tutelage of a teacher, and language learning should continue successfully.

Modern pedagogical technologies expand learning opportunities, increase student motivation and optimize the learning process. All types of work aimed at teaching vocabulary and word usage to foreign students contribute to the development of their speech capabilities, develop interest in the Russian language and culture.

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