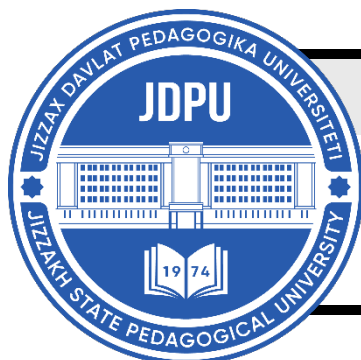


**MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**STAGES OF DEVELOPMENT OF LEXICAL COMPETENCES OF FUTURE  
FOREIGN LANGUAGE TEACHERS.****Sharifa Karimova**

Lecturer

Tashkent state pedagogical university

Tashkent, Uzbekistan

**ABOUT ARTICLE**

**Key words:** lexical competence, foreign language methodology, stages, future foreign language teachers, speech culture, interactive teaching methods.

**Received:** 09.06.24**Accepted:** 11.06.24**Published:** 13.06.24

**Abstract:** This article is devoted to the methodology of developing lexical competences of future foreign language teachers in the process of foreign language teaching and in order to achieve efficiency in the research work, we analyzed the stages of semanticization, automation, and automation at the text level. The scientific innovation of the research consists in the development and grouping of tasks for the formation and development of skills and abilities of lexical competence, depending on a certain stage of preparation and knowledge of a foreign language. As a result of the study, a methodological module was developed, consisting of various exercises that show the most effective academic performance in teaching differentiated aspects of lexical competence.

**INTRODUCTION**

Considering the problem of determining the stages of formation of foreign language lexical competence, we are based on the position that the process of teaching foreign language vocabulary goes from acquiring knowledge of vocabulary and developing primary (lexical) skills to the development of secondary (speech) skills through the formation of the skill of using vocabulary compatible with other material.

Organization of the training process of future foreign language teachers in our country based on international qualification requirements, training of future English language teachers based on advanced foreign experience, training of experts who can communicate freely in

foreign languages, the normative basis for wide use of the achievements of world civilization was created and the material and technical base was enriched. In the new decree on the development strategy of Uzbekistan for 2022-2026[1], the priority task is to improve the quality of education, train highly qualified personnel in line with the modern needs of the labor market, as well as introduce international educational standards and evaluate the quality of higher education institutions. As a result, the possibility of teaching languages integrated with subjects in higher education institutions has expanded.

### **MATERIALS AND METHODS**

According to well-known authoritative experts N.D. Galskova and N.I. Gez, “the main stages of working on vocabulary include: familiarization with new material (including semantization), initial consolidation, development of skills and abilities to use vocabulary in various forms of oral and written communication. All of the listed aspects of working on vocabulary represent a single whole, and the isolation of each of them is carried out for purely methodological purposes, in order to foresee the main difficulties in the exercises” [2; p 169].

Consequently, the process of developing lexical competence occurs in three stages:

1) the stage of semantization of lexical units and creation of an indicative basis for the next formation of lexical skills; 2) the stage of automation of students’ actions with vocabulary at the level of words, phrases and super-phrase unity; 3) the stage of automation of students’ actions with lexical units at the text level.

Let's look at each stage in more detail.

At the initial stage, receptive-reproductive exercises are performed on imitation, naming and identification of lexical units.

For this stage, it is advisable to use predominantly non-communicative, fully guided exercises with auditory or visual formal supports. They can indirectly convey the meaning of a word or phrase or contain an element of guesswork and thus not only contribute to the primary consolidation of vocabulary, but also involve connections with other aspects of the language (grammar, phonetics).

The exercises of the second stage are aimed at practicing various operations on the functioning of lexical skills: selecting a unit from the semantic space according to the intent of the statement, semantically determined combination of words and phrases, expansion or, conversely, reduction of situational statements, situational substitutions. By their nature, these exercises are conditionally communicative, partially controlled and individual. They provide for the presence of a speech task and situation that provide the principle of interactivity, as well as the possibility of using auditory and visual semantic supports.

At the third stage, lexical skills are improved. At this stage, students, under conditions of sufficient preparation and correct completion of the previous stages, are ready to perform exercises to include a lexical unit in a simple and complex statement, and exercises that provide a gradual transition from improving lexical skills to developing speech skills. All tasks performed at this stage are communicative, with minimal management, and are intended for individual and group work. Such exercises should also contain a speech situation and a speech task.

In the methodology of teaching a foreign language, four approaches to the development of lexical skills have historically developed: intuitive, consciously comparable, functional, intensive [3; p 182].

In the intuitive approach, semantization is carried out by establishing a direct word-meaning connection without relying on the native language; automation - through repeated recreation and imitation of the conditions for mastering the native language; activation of lexical units is carried out in conditions close to natural communication.

Currently, the topic of the competency-based approach in the school education system is becoming fundamentally important and actively discussed.

A number of factors determine the actualization of the competency-based approach in education. These include globalization, the dynamism of life processes, and a colossal increase in information flows. New terms and concepts began to emerge more actively. It becomes clear that for successful professional activity it is no longer enough to get the highest mark and stop there - there is a need to supplement your knowledge with information, perhaps from a completely different area.

The peculiarity of competency-based training is not in the assimilation of ready-made knowledge, but in the fact that the conditions for the origin of this knowledge are traced. The student himself formulates the concepts necessary to solve the problem. With this approach, educational activities, acquiring a research and practical-transformative character, themselves become the subject of assimilation. [4; p 38]

To implement the competency-based approach in the school education system, the designation of the conceptual and terminological apparatus of this approach is fundamentally important.

As instrumental means of achieving the goals of the competency-based approach, experts call such educational constructs as competencies and competency. [5; p 22-28]

An analysis of works on the problem of the competency-based approach allows us to conclude that at present there is no unambiguous understanding of "competence" and

“competence”, often used in the same context. A.V. Khutorskoy, distinguishing the concepts of “competence” and “competence”, offers the following definitions. Competence - includes a set of interrelated personality qualities (knowledge, abilities, skills, methods of activity), specified in relation to a certain range of objects and processes, and necessary for high-quality productive activity in relation to them. Competence is a person’s possession of appropriate competence, including his personal attitude towards it and the subject of activity. [6; p 17]

In world educational practice, the concept of competence acts as a central, kind of “nodal” concept, because personality competence:

- firstly, it combines the intellectual and practical components of education;
- secondly, the concept of competence contains the ideology of the content of education, formed “from the result” (“output standard”);
- thirdly, the competence of an individual has an integrative nature, since it absorbs a number of homogeneous or related knowledge and experience related to broad areas of culture and activity (information, legal, etc.) [7; p 45]

In the explanatory dictionary of the Russian language, competence is defined as a range of issues, phenomena in which a given person has authority, knowledge, experience, and competence as deep, thorough knowledge of the essence of the work being performed, ways and means of achieving the intended goals, as well as the availability of appropriate skills and abilities. [8; p 294]

Foreign authors define the concept of competence as knowledge, skill, ability or characteristic associated with performing professional activities at a high level, such as problem solving, analytical thinking or leadership potential. Some definitions of competence include motives, beliefs, and values. [9; p 74]

The consciously comparable approach involves revealing the meaning and form, rather than the features of the use of lexical units; automation is carried out by comparison from the native language, translation, non-communicative exercises, answering a question; independence of expression using lexical units is limited by the educational task.

The functional approach suggests revealing function and meaning through context, creating motivation for the use of lexical items; automation occurs through independent selection and combination of lexical units in the process of forming thoughts; the assimilation of form, meaning and function is interconnected. This approach is characterized by the use of conditional communicative exercises.

The use of new lexical units occurs during the performance of communicative exercises.

In the intensive approach, a large volume of lexical units is repeatedly presented in a polylogue; translated and non-translated semantization is used; the reconstruction of lexical units occurs in context, imitation - using paralinguistic means, automation - in conditions of controlled communication. Students apply new lexical units by acting out sketches and improvising in different circumstances.

Let's consider the main methods of developing lexical skills in students.

The main goal of teaching English is seen in the practical mastery of speech skills by students at a level sufficient to carry out foreign language communication in four types of speech activities: listening, speaking, reading and writing in typical situations, that is, the formation of a certain level of communicative competence in them.

It should be noted that learning is a rather complex process that contains complex types of mental and practical activities of objects and subjects (those who are taught and those who teach), and its organization is a multifactorial function of such components as the characteristics of the participants in the process (lecturers, listeners), nature, content, means, sources, forms and methods of the educational process and the conditions of its organization.

Today K. Bezukladnikov, E. Passov, V. Simonenko, E. Korotaeva and others are addressing various aspects of this problem[10].

## **RESULT AND DISCUSSION**

Researchers focus on the need to introduce an integrative approach, developmental principles, and gaming techniques into the educational process as a prerequisite for increasing its effectiveness. Searches in this direction are predetermined by the contradiction that exists between the requirements for the communicative competence of schoolchildren and the existing limited hours allocated for studying a foreign language. This situation also actualizes the definition of teaching methods that, on the one hand, would best meet the age characteristics of school-age children, and on the other hand, would contribute to their proper assimilation of foreign language material.

At the moment, in pedagogical science, the concept of "interactive learning" is considered as: "learning built on the interaction of students with the learning environment, the learning environment, which serves as a sphere of experience that needs to be learned"; "training that is based on the psychology of human relationships and interactions"; "learning, which is understood as a general process of cognition, where knowledge is acquired in joint activities through dialogue, polylogue between students and the teacher" [11; p 55].

It is necessary to carry out a kind of structuring, to determine which of them are the most acceptable for use in working with schoolchildren, what is their essence.

There are also known approaches when interactive methods are classified according to the following criteria: the presence of dialogue interaction between the teacher and students, directly between students (commenting, discussion, conversation, survey, peer review, competition, dramatization, etc.); non-standard form of lesson organization (discussion lesson, KVN lesson, travel lesson, etc.); interaction includes not only classes whose didactic purpose meets the goals of the subject teaching program, but also preventive, that is, instructive and advisory trainings).

Interactivity in learning can be explained as the ability to interact and study in the mode of conversation, dialogue, and action. Therefore, in a literal sense, an interactive method can be called a method in which the one who learns is a participant. He does not act only as a listener, observer, but actively participates in what is happening, actually creating this phenomenon [12; p 136].

In many works of recent years, which consider the interactive model of learning, certain of its main features are defined: learning is based on the interaction of the student with the learning environment, which serves as a space for assimilated experience; Such learning changes the interaction between teacher and students: the activity of the teacher gives way to the activity of students, and the teacher's task is to create conditions for their initiative[13].

The organization of interactive learning involves modeling life situations, using role-playing games, and general problem solving based on an analysis of circumstances and the corresponding situation. It effectively contributes to the formation of skills and abilities, instilling values, creating an atmosphere of cooperation and interaction. The goal of interactive learning is to create comfortable learning conditions in which each student will feel successful while learning a foreign language and will feel intellectually empowered.

The effectiveness of a foreign language lesson and its focus on developing students' speech competence depend on the forms of organization of study.

Since the main goal of teaching a foreign language is the formation of communicative competence, then when choosing such forms one should be guided by the characteristics of this personal quality. According to researchers, the main source of the formation of communicative competence is the child's life experience, that is, the synthesis of his abilities, skills, empirical knowledge and assessments, and intuitive findings. Consequently, in order to achieve this goal, the teacher must activate the child's thoughts and feelings, ensure the practical application of previously acquired theoretical knowledge, observations and assumptions with the aim of further recreating them in real situations. From this perspective, work in pairs and small groups creates the most optimal conditions for the formation of communicative competence.

The introduction of such forms increases the part of student interaction in the “student-student” mode and reduces the interaction in the “teacher-class” scheme, moves students to the center of the learning process and changes its traditional formula: teacher initiative - student response - teacher reaction (evaluation). In pairs or groups, students have the opportunity to instantly use new information, can repeatedly include new language material in their statements, and combine it with previously learned material in different situations. In addition, the teacher, moving from group to group, can provide greater linguistic assistance compared to traditional frontal communication from the “teacher's seat”.

The lesson should not be overloaded with interactive work.

Optimally - 1-2 methods per lesson. Peer training should be combined with other methods of work - independent search, traditional methods.

### **CONCLUSION**

Thus, interactive teaching methods can be divided into two large groups: group and frontal. The first involves interaction between participants in small groups (in practice, from 2 to 6 people), the second - joint work and mutual learning of the entire class.

Such stages form the basis of the technology we have created for the development of the professional lexical competence of the future foreign language teacher. For the effective development of lexical competence, the importance of the successful performance of all communicative-cognitive tasks of speech activities and the realization of specific goals and motives of communication was determined above, so in special literature it has been repeatedly noted that the main stimulator of speech thinking activity is the task of speech thinking, because it arouses interest in speech activity 'shoots and establishes strong interest.

### **REFERENCES**

- [1]. Decree of the President of the Republic of Uzbekistan dated January 28, 2022 "On the development strategy of New Uzbekistan for 2022-2026" No. PF-60 / <https://lex.uz/docs/5841063>
- [2]. Galskova N.D. Theory of teaching foreign languages / Galskova N.D., Gez N.I. - M.: Academy, 2004. – P.334.
- [3]. Kochevykh N.V. Development of lexical skills of schoolchildren in teaching English / N.V. Nomadic // *Lingua mobilis* No. 3 - 2012. – P.180-183.
- [4]. Galskova N.D. Modern methods of teaching foreign languages. Teacher's manual. - M.: ARKTI, 2000. - 165 p.
- [5]. Zaitseva L. A. Requirements for classroom material containing unstudied vocabulary / L. A. Zaitseva // *Foreign languages at school*. - 2014. - No. 9. - pp. 60-71.



[6]. Khutorskoy, A.V. Pedagogical innovation: textbook. manual for higher students educational Establishments [Text] / A.V. Khutorskoy. - M.: Academy, 2008. - 256 p.

[7]. Verbitskaya M. V., Makhmuryan K. S., Simkin V. N. Methodological recommendations for preparing for the “Listening” and “Reading” sections of the Unified State Exam in English / M. V. Verbitskaya, K. S. Makhmuryan, V. N. Simkin // Foreign languages in school. 2014.-№1.-S. 36-43.

[9]. Elizarova G.V. Culture and teaching foreign languages / G.V. Elizarova. – St. Petersburg: Soyuz, 2001. – 291 p.

[10] Romanova, Yu.V. Formation of the reflexive position of the teacher as a subject of pedagogical activity in the educational process of the university: abstract. dis. ...cand. ped. Sciences [Text] / Yu.V. Romanova. - Stavropol, 2008. - 24 p.

[11]. Passov, E.I. Communicative method of teaching foreign language speaking / E.I. Pass. - M.: Academy, 2005.– P.108.

[12. ]Korotaeva E.V. I want, I can, I can! Learning immersed in communication./ E.V. Korotaeva – M., 1997. – P.102

[13]. Geykhman L.K. Teaching communication in interaction: an interactive approach / L.K. Geykhman // Education and science. – 2002. – No. 3. – P. 134–139