

TEACHING VOCABULARY AS THE MOST IMPORTANT COMPONENT OF SPEECH ACTIVITY

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ABSTRACT:

The article examines the teaching of vocabulary as the most important component of speech activity in foreign language lessons at the initial stage. The aim of the work is to identify the most effective methods and techniques for the formation of lexical speech skills at the initial stage of learning a foreign language. For this, the following tasks were set: how to study and analyze the psychological-pedagogical and scientific-methodological literature on the problem; analyze the problems of the formation of lexical speech skills, methods of teaching vocabulary in a foreign language used in primary school; to determine the conditions under which the process of teaching vocabulary is successful at the initial stage of learning a foreign language.

KEYWORDS: educational process, learning efficiency, active lexical minimum, teaching oral speech, lexeme-semantic units, passive language skills.

INTRODUCTION:

General educational institutions are focused on improving the quality of the educational process and the effectiveness of learning a foreign language. During the XX century, linguistics, psychology, methodology and didactics solved a number of interrelated general problems of foreign language proficiency and mastery by students of different ages and educational levels. It was established, in particular, an important problem for school and university methodology: vocabulary

acquisition is a process, the features of which are not sufficiently clarified. Some words and phrases are easy to memorize, others require special exercises to master. But with differentiated work, students can master an active lexical minimum. Upon graduation, students must know a certain number of words prescribed by the curriculum. If a student can perform the equivalent of a word in their native language, does that mean they know the word? Apparently, yes. However, does this mean that this student will be able to correctly use the same words when expressing his thoughts? Most likely no. If a student, seeing a foreign word, recognizes it, but does not understand the meaning, and if he remembers the meaning of the word, then only after reflection, does this mean that he knows the word? Yes, he knows him. But is this knowledge enough at least to read the text, not to mention foreign language communication? Of course not. Just as when reading, it is necessary to instantly recognize a word and be aware of its meaning, so for speaking it is necessary to automatically quickly recall a word that is adequate to the plan and combine it with other words. This is something more than knowing the word; it is mastering it. It is based on lexical skills. We must constantly remember that the desired goal should be mastery of words, not their knowledge. Therefore, it is better to say this: he must own such a number of words, regardless of what type of speech activity these words are necessary for.

Taking into account all of the above, we can say that vocabulary in the system of linguistic means is the most important

component of speech activity. This determines its important place in every foreign language lesson, and the formation of lexical skills is constantly in the field of vision of the teacher. But, despite some progress in teaching active and passive language proficiency, a holistic theory of two different aspects of language proficiency has not yet been created and ways to achieve such proficiency in the learning process have not been developed. Therefore, this problem is relevant today.

Vocabulary in the system of linguistic means is the most important component of speech activity: listening and speaking, reading and writing. This determines its important place in every foreign language lesson, and the formation of lexical skills are constantly in the field of vision of the teacher. What is vocabulary? Vocabulary is a collection of words (vocabulary) of a particular language. The words that a person uses in his speech practice, oral and written, make up his active vocabulary. The richer and more diverse a person's vocabulary, the easier it is for him to use the language. The main goal of teaching lexical material is the formation of students' lexical skills as an essential component of expressive and receptive types of speech activity.

There is a scale of proficiency in a foreign language for reception, production and interaction, giving an idea of what younger students should be able to, starting to learn the language: Vocabulary in the system of linguistic means is the most important component of speech activity: listening and speaking, reading and writing. This determines its important place in every foreign language lesson, and the formation of lexical skills are constantly in the field of vision of the teacher.

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Receptive skills	Interaction skills	Productive skills
Learn familiar words and basic phrases related to the environment.	Interact in plain language, but communication depends on the strategy of repetition, paraphrasing and repetition; ask and answer simple questions; respond to simple statements in familiar areas.	Produce simple phrases and sentences about people and their location.

Lexical skills are characterized by greater awareness, which is manifested in the choice of words, in their combination with other words and depending on the purpose of communication. The linguistic lexical skill is also highlighted: operations on the analysis of words, word formation, construction of word combinations. The increased attention to this aspect of foreign language speech is explained by a number of reasons:

- The content of the statement primarily depends on the degree of proficiency in vocabulary;
- The vocabulary to be learned is not homogeneous in its psychological, psycholinguistic characteristics;
- The acquired lexical minimum should be considered as basic (pivotal) vocabulary;
- Skills in the use of language units, material at the lexical level are an important component of

such types of speech activities as listening, reading and speaking;

-There is a need to work on the systematization of previously studied lexical units. From a methodological point of view, the complex process of mastering a foreign language vocabulary includes many components: presentation, explanation, various exercises for training and application, control over the process of formation and formation of lexical skills. The lexical rules play an important role in the formation of mechanisms of lexical design of an utterance. The complexity of the problem of lexical rules requires consideration of such factors as the legitimacy of the selection of lexical rules, their content and organization in teaching. To solve the questions posed, units of the lexical minimum and units of learning are allocated, for which lexical rules are needed.

According to N.V. Varezhkina "educational lexeme-semantic unit - is aimed at teaching and as such already contains the beginnings of a methodological typology; - is focused on the speakers of another (specific) language and, therefore, takes into account the conceptual and semantic grid characteristic of a different linguistic society; - by its nature it is already a selective unit, that is, a lexical unit passed through the "sieve" of elementary selection". [6]

In terms of expression, an educational token-semantic unit can consist of one, two, three or more words, up to a sentence; can be a simple, complex, derivative, abbreviated and converted word. In terms of the content of the meaning, educational lexeme-semantic units are very heterogeneous: these are basic, additional, normative-direct, figurative-figurative, connotative, style-register, socio-areal, onomastic and other meanings.

"Students studying a professional language at a university are characterized by a very high degree of motivation, as they see real

prospects for using such a language in their professional activities." [2]

Selection principles are indicators of various functional characteristics of lexeme-semantic units. Their service function helps to highlight the principles of word-formation value and combat ability. The semantic function of educational lexical-semantic units is revealed due to the principles of semantic and thematic value, prevalence, stylistic unlimitedness and polysemy, compatibility and exclusion of synonyms. The correct choice of the method of semantization, selection of examples of use, highlighting differentiating features, training and practice, systematization and typology of educational lexeme-semantic units, that is, all methodically expedient actions and explanations, depends on how competently the teacher comprehends the features of each educational lexeme-semantic unit for the formation of lexical mechanisms. When determining the content and role, lexical rules, it is also necessary to take into account data on the formation and qualities of the corresponding foreign languages from the position of an active approach to learning. In the interpretation of E.I. Passov, "a skill can be defined as an independent relative action in the system of conscious activity, which has become this activity." [5]

Active lexical skill involves mastering a number of operations, such as transferring educational lexical-semantic units from long-term memory to operational memory, combining words in meaning and form according to certain schemes, replacing a free position and using them in oral and written forms of communication. Since the systems of concepts in different languages do not coincide, when studying a foreign language, it is necessary to learn a new system of concepts simultaneously with the form of a word, which always requires clarification, Academician

Shcherba rightly asserts. Educational lexical-semantic units should be united by the term "lexical rule", and its constituent quanta according to the theory of P.Y. Galperin. [3]

The modern methodology considers it possible to classify all methods of translation and uninterrupted semantization of words into the category of lexical rules.

The approach of I.F. Komkova, who believes that "these rules include the rules of word formation, semantic compatibility and stylistic rules." [4] A special problem is presented by the rules of word formation, which researchers cannot "divide" between grammatical and lexical. Combination mechanisms are extremely important and rather complicated: semantic compatibility of units and syntactic formatting of word combinations. The lexical meaning of nouns and their compatibility are inextricably linked due to a certain volume and specificity of the lexical meaning of words. The compatibility of lexemes is determined by the individual meaning of words, linguistic traditions and habits of the people. So, when working on a foreign language vocabulary, one has to overcome a complex of difficulties associated with the content, form, use of a word, the length of the synonymous series, take into account intra-lingual and inter-lingual interference, and much more. "In most cases it remains possible, firstly, to focus on the linguistic aspects of the material to be studied (for example, by offering students terms as answers, having a similar structure). Secondly, to adapt the task to the level of special training of students (for example, to facilitate it by offering, among others, categorically inappropriate answers, thereby narrowing the range of options." [1]

The general requirements for lexical rules will be as follows:

- Lexical rules include explications of a different nature and different levels;

- Explanations are given in different ways for active lexical skills and for passive lexical skills;
- Compulsory explication in the lexical rules are subject to the meaning of the word, form formation, levels of compatibility are presented, and the use is demonstrated in examples;
- Lexical rules are based on comparison-collation at the interlanguage and intralanguage levels;
- Lexical rules and their constituent explications are "deduced" together with the students
- Heuristically;
- Among the lexical rules, one should distinguish between rules-instructions for the recognition and use of single educational lexical-semantic units and rules;
- Generalizations that systematize the features of certain groups of lexical units;
- Lexical rules are presented in various formulas: in model phrases, in situational contexts or illustrations, in instructions for action, in algorithms.

All components of a lexical skill should be taken into account both when introducing lexical units and when forming the corresponding skill in the process of working with a dictionary, with text, lexical exercises, when activating vocabulary in a foreign language. When working on this issue, we came to the conclusion that learning a foreign language vocabulary at the initial stage is becoming increasingly important. It was noted in the course of the research work that it was much easier for students to learn the vocabulary of a foreign language through visualization, participating in games, composing their own statements, working in groups, pairs, independently.

The organization and conduct of classes should be built taking into account the age and individual characteristics and linguistic abilities of children and be aimed at their development. Foreign language classes should be understood

by the teacher as part of the general development of the child's personality, connected with his sensory, physical, intellectual upbringing. During the execution of the work, the tasks were achieved, which made it possible to develop, organize and test the effectiveness of the developed lessons. In the process of organizing and conducting classes, there were no particular difficulties. This research work can be used by teachers of a foreign language, since it provides practical recommendations for organizing work with lexical material at the initial stage of its study.

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