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## METHODS OF INCREASING THE LEXICAL COMPETENCE OF STUDENTS OF TECHNICAL HIGHER EDUCATION INSTITUTIONS IN THE STUDY OF THE RUSSIAN LANGUAGE

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### ABSTRACT:

**The article discusses the role of lexical competence in forming professional and communicative competence of students in technical higher education institutions. The author offers educational materials that can be used to read specialist texts and to study the terminology of agriculture, in particular, "Water Management and Reclamation", based on existing literature and personal experience in learning Russian in technical universities.**

**KEYWORDS:** Technical higher education institutions, vocational competence, lexical competence, text, terminological dictionary, terminology card, flash card, visual dictionary.

### INTRODUCTION:

Currently, a new approach is being actively implemented in the theory of teaching Russian in technical higher education institutions to achieve the main goal - fluency in Russian in oral, written and stylistic forms. This approach is closely related, on the one hand, to the needs of the development of our society, and, on the other hand, to the recent achievements of linguistics, psycholinguistics, psychology and teaching methodology. The main focus is not only on language and speech teaching, but also on communication in the language (in our case, Russian as a non-native language).

Communication in the language being studied involves the formation of communicative

competence as the ultimate goal of learning, which is based on lexical competence. Lexical competence is a complex structural formation.

According to A.N Shamov, lexical competence is "defining the contextual meaning of a word based on lexical knowledge, skills, abilities, as well as personal language and speech experience, comparing the volume of its meaning in two languages, understanding the meaning structure of the word and the specific national is the ability to distinguish meaning" [4, c. 247].

### MATERIAL AND METHOD:

Lexical competence is the basis of professional-communicative competence. Under professional-communicative competence EVAlexandrova [1] understands professional-communicative connections and the ability to use them in different situations of professional communication. The first component of the lexical competence of the future specialist is the lexical knowledge required to solve communicative and cognitive tasks depending on the professional context of the students.

However, there are a number of problems encountered in teaching Russian in technical higher education institutions, which are the last moments in the language learning process. It should be noted that in Uzbekistan we face some difficulties in learning / teaching Russian in technical higher education institutions. These include:

- Lack of diversity among students in the specialty;

It is known that the variability of education is the teaching of different levels of curriculum (for gifted and talented students - high level, general education level, level of correction and development - for students who have difficulty learning). Most of the students studying at the Bukhara branch of the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers are from rural areas, and their level of knowledge of Russian is much lower than the level of knowledge of Russian in urban areas.

Differences in the level of linguistic and communicative competencies of students create difficulties in teaching professional communication to students of technical higher education institutions.

- Lack of study time and continuity of Russian language teaching;

Russian language is taught to students for a year - in the first and second semesters. It is often not possible for a teacher to achieve a goal in such a short period of time and in an audience with different levels.

- Inconsistency of systematic and meaningful content in the development of communicative competence in professional areas;

Many textbooks in Russian today do not meet the requirements of the time, specialties, level of knowledge of students and their interests. The text materials in the compulsory textbooks specified in the "Model program" of the Ministry of Higher and Secondary Education of the Republic of Uzbekistan are intended for students of other educational areas (legal, economic). There are no textbooks for students studying in the fields of agriculture (irrigation, land reclamation, mechanization), as well as exercises and assignments in special subjects for the practical use of agricultural terms.

In Russian language teaching, the above circumstances require each teacher to constantly research and organize the learning process depending on the level of knowledge of students. These include the selection of specialty texts, the simplification or complication of selected texts depending on the level of knowledge of students, the selection of intensive tasks and exercises that increase students' competence, or the creation of them themselves.

Teachers of Russian language in technical higher education institutions are required to have knowledge in their specialty in addition to their own subject. This is another problem we face. A Russian language teacher should teach the language of the specialty to students of different specialties. Only in our branch there are 12 different educational directions. Each teacher teaches at least 3-4 types of specialization students per year.

The specialization of the higher education institution determines the specifics of teaching Russian. All this predetermines the methodological system: the content of teaching materials, a set of teaching methods.

Specialty texts are the basis for the formation of lexical competence of students of technical higher education institutions. On the basis of the text are created language and speech exercises that contribute to the activation of lexical material. A well-chosen text allows for a variety of assignments and exercises, helping to determine students' level of knowledge.

In our article we try to identify ways and means of mastering the terminological dictionary when reading specialty texts, to develop a system of lexically targeted exercises for mastering the terminological dictionary for future use by the specialist in various fields.

At present, the issue of ways to shape the terminological culture of specialists is very controversial. Working on terms in the

methodological literature is considered only from a conceptual point of view, and the methodology of activating terms in speech is under development.

As an aid to teachers of Russian language in technical higher education institutions, we offer agricultural terms in the reading of specialty texts, in particular, some types of exercises and assignments that can be used in the agricultural specialty "Water Management and Land Reclamation".

Based on the selected texts in the specialty "Water Management and Land Reclamation" there are exercises that provide a high level of mastery of new words. To do this, we offer approximately the following exercises and tasks:

For the terms indicated in the left column, select the appropriate interpretations of the terms from the right column.

- Irrigation improved land fertility
- Land reclamation replacement of manual labor by machine
- Mechanization artificial irrigation
- Automation mechanics, involuntary actions
- Write out the synonyms of the word "irrigation" (or "land reclamation") from the words below:

Drainage, irrigation, watering, watering, procedure, improvement, salinization, erosion, salt marsh, drainage ... 909/5000

One of the most effective ways to work on terms is to create terminological maps. A terminological map is a glossary of concepts, course-related terms that show sources of scientific information. Unlike a dictionary, a map shows the relationship (schematic or descriptive) between concepts and terms. The structure of terminological maps optimizes students' terminological research. Students will learn to choose terminology that is relevant to the topic under consideration. To create a terminological map, the topic, term, grammatical description (to suit the text),

description, term in the context (indicating the source and page) are specified. It is better that it is created in an electronic form that can be printed.

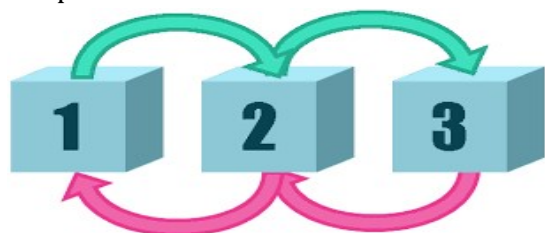
#### TERMINOLOGICAL MAP

<b>Theme</b>	Drip irrigation
<b>Termin-definition</b>	Drip irrigation is an irrigation method that is based on small doses of water entering the root zone of plants
<b>Grammar</b>	Adj. + noun .
<b>Term in context</b>	Drip irrigation was first introduced on an industrial scale as an independent type of irrigation in Israel in the early 60s. <a href="http://sgp.uz/news/624">http://sgp.uz/news/624</a>
<b>Synonym</b>	Sprinkling

It is possible to work in pairs with ready-made cards. It is recommended to use no more than 7 terminological maps in one session. It takes 10-15 minutes to work with ready-made terminological maps: it is very important to emphasize the specific aspects of each term. It is also possible to organize an exam in the classroom: questions and answers (clarification, completion, special expression, summary). Students hand out their personal fluent texts and the composed texts are evaluated according to the following criteria: the number of terms used in the terminological cards, the accuracy of their use in the context and control of performance. Of course, the creation of such terminological maps requires a lot of work, but at the same time allows the student to professionally orient the work with specialty terms, acquaint them with international standards of translation of terms, have access to well-known terminological databases.

The most convenient and effective way to memorize Russian terms are flash cards. A flash card is a simple sheet of paper, cardboard, or picture that is used on both sides. On one side of the card is written a word, a description, on the other side is written the concept of the word, the translation or the original meaning of the word. Flash cards help to collect data reliably, especially if they are used regularly. Simply put, words are remembered worse than a card with an image. Each card should be associated with pictures.

The flash card system not only reduces the effort of human memory, but also saves learning time. Three envelopes for students. New and difficult terms are placed in the first envelope. In the second envelope are placed cards with repeated errors. The third envelope contains cards that students remember very well. The terms in the first envelope are repeated every day for 3-5 minutes. The terms in the second envelope are repeated over and over again. If the first and second envelopes are well memorized, then they move on to the third envelope. If the terms in the second envelope are forgotten, then they move to the first envelope.



Cards with the correct answers

**CARDS WITH THE INCORRECT ANSWERS:**

Below are the front and back of the card, which is specially designed for students majoring in water management and reclamation studying Russian.

A method of irrigation of crops, in



**CONCLUSION:**

The use of visual dictionaries in agricultural memorization is also very effective. Visual dictionaries are materials for memorization that are adapted for visual comprehension. In other words, it is a pictorial dictionary. Picture dictionaries make the memorization process easier and make it interesting and informative. [3] According to scientists, it is visual memory that helps speed up the reading process.

In fact, with high-speed reading, there is a process of remembering whole words, not letters or syllables. If so, the importance of visual memory cannot be overlooked. You can offer the following types of work in learning the names of agricultural sectors in Russian:

Sign the appropriate words under the picture.



Words for information: cotton growing, karakul farming, melon growing, cattle breeding, beekeeping, melon growing, fish farming, poultry farming, mushroom growing, forestry, flower growing.

These types of visual dictionaries help students studying in technical higher education institutions to easily remember terms that are difficult to remember in their specialties.

Targeted selection of exercises related to the topic of the texts provides a high level of repetition of lexical units, which contributes to their involuntary memorization. Work on the dictionary ends with its practical application in oral and speech activities. Performing speech exercises involves free mastery of lexical material.

The exercises we offer, of course, require more perfection. Our goal is to put it into practice, in our opinion, its positive implementation will create a broad and reliable basis for students of technical higher education institutions to learn professional speech in Russian. Effective formation of lexical skills of professionally oriented speech depends on the regularity and systemic nature of exercises, because systematization is the basis of success [2].

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