

LEXICAL COMPETENCE AND METHODS OF ITS DEVELOPMENT (IN THE EXAMPLE OF LEARNING FOREIGN LANGUAGES)

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Annotation: *In this article, we will study the importance of lexical competence in teaching foreign languages and discuss various methods of its development. Lexical competence, or the ability to understand and use words effectively, is a key aspect of language learning. Developing lexical competence is a multifaceted process that requires attention and consistent practice.*

Key words: *Communication, lexical competence, idiomatic and lexical skills, vocabulary, semiotic function, grammatical skills.*

INTRODUCTION

Lexical competence refers to a person's knowledge and understanding of vocabulary in a given language. This includes not only knowing the meaning of words, but also being able to use them correctly in different contexts. It covers a wide range of aspects including word recognition, word combinations, collocations and idiomatic expressions. Lexical competence goes beyond grammar and syntax because it focuses on vocabulary as a central element of effective communication. The role of symbolic and semiotic functions in the formation of lexical skills is determined by the ability to abstract and generalize in young students. Lexical skills should be considered as part of lexical competence. One of the tasks in the competency-based approach is the formation of different types of competencies. At the initial stage of education, the quality acquisition of one or another skill is a solid basis for the formation of competencies.

The main part: the concept of "competence" in the methodology of teaching a foreign language is characterized by the general specific goals and content of education.

According to R.P. Milrud: Competence in the context of activity education, "depends on the competences that provide the possibility of effective interaction with the outside world in a certain area and are necessary for this is a complex resource".

According to the scientist, the competencies became the units of the curriculum and formed the "anatomy" of the competency. Emphasizing the concept of competence, scientists connect it as general and individual. The concept of competence includes knowledge, skills, and methods of activity. In competence, a personal attitude to the activity performed on the basis of the characteristics of a person and formed competencies appears. We are talking about the formation of various competencies that meet educational goals. It defines the purpose of teaching foreign languages in primary school as the formation of the elementary student's primary communicative competence in the main types of speech activity: listening, speaking, reading and writing.

N.D. Galskova and Z.N. Nikitenko understand communicative competence as "the ability to flexibly and effectively use a foreign language to understand and transfer information." M. N. Vyatutnev understands communicative competence "as the selection

and implementation of programs of speech behavior, depending on the ability of a person to act in a certain communication environment"; before the conversation, as well as in the process of mutual adaptation, the ability to classify situations according to the topics, tasks, and communicative relations that appear during the conversation appears.

Different types of speech are the ability of a language learner to communicate, understand, interpret and create coherent statements in accordance with communicative tasks solved in various speech activities. This concept implies not only the ability to speak a foreign language, but also the knowledge and active use of lexical units with a cultural component.

General learning skills developed in all subjects ensure successful study and help to perform independent work at home at a high level. According to the world authorities on knowledge of a foreign language, communicative competence includes the following components: linguistic, sociolinguistic, pragmatic. In the linguistic component, lexical, grammatical, semantic and phonological competencies are distinguished. In this document, lexical competence means "the ability to know the vocabulary of the language, including lexical and grammatical elements, and to use them in speech."

I.P.Korotkova gives a complete definition of lexical competence: "recognition of lexical units in spoken and written text, working with text materials in accordance with the educational task, working with vocabulary learned in the process of communication, simple word builder allows to highlight the elements".

A.N.Shamov defines lexical competence as the ability to determine the contextual meaning of a human word, compare its meaning in two languages, determine the structure of word meaning, and distinguish a specific national characteristic in a certain structure.

According to the scientist, a high level of lexical competence allows students to use words in speech communication and to correctly implement the processes of word perception.

The components of lexical competence include: 1) lexical knowledge; 2) lexical skills; 3) lexical skills; 4) language and speech experience; 5) personal qualities of schoolchildren. The study pays great attention to lexical skills.

Result and discussion:

The concept of "speech skill" includes all the listed qualities and indicates that it belongs to speech as a type of activity. Speaking skills are divided into lexical and grammatical skills. Lexical mastery is the synthesized action of choosing a lexical unit that corresponds to the idea and its correct combination with others, is carried out within the parameters of the skill, and ensures the situational use of this lexical unit in speech. Due to the situational connection, the word is assimilated as a functional unit. At the primary school age, children become familiar with the patterns of word changes and their compatibility with other words at the phrase, sentence, and text levels. Context is a necessary condition in the formation of grammatical skills. Grammatical skill is a synthesized action that is performed within the parameters of the skill and provides sufficient morphological and syntactic design of the speech unit at any speech level. Grammatical skills are always formed on the basis of lexical units that students can freely use. The word carries the main communicative load. Lexical skills, unlike grammar, are

characterized by more logical and semantic awareness. Formation of lexical skills is carried out step by step. The first stage is to create an approximate basis of speech actions. The second stage is the organization of training. The third stage is the organization of the program. Skills can be conventionally divided into reproductive (speaking and writing) and receptive (listening and reading). Semiotic and symbolic functions play an important role in working with words. These functions are the first level of abstraction. On their basis, distraction from things and working with words occurs. Words are not just named, they are given meaning. The concept of language sign is recorded, and later, it is used in speech activity. Using symbols and symbolic tools, students more easily transform reality into an internal action plan, independently begin to create and incorporate symbols and symbolic tools to optimize work with lexical units and their meanings.

Conclusion: Development of lexical competence is an important aspect of language learning. It enables people to communicate effectively and understand the language easily. By focusing on vocabulary expansion, contextual learning, vocabulary, active practice, word formation, and the use of digital resources, language learners can increase their lexical competence and become more proficient in their target language. Building a solid foundation of vocabulary is an ongoing process that requires constant practice and exposure to a variety of authentic materials. With consistent practice, students can develop their vocabulary and become more proficient in their target language.

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