

ENHANCING LEXICAL COMPETENCE IN FOREIGN LANGUAGE LESSONS

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Annotation: in this article, scientific research was carried out on increasing lexical competence in foreign language lessons

Key words: lexical competence, specialized vocabulary, reinforcement, phrasal verbs, context, systematic, integral, an important component of linguistic competence, methodological literature.

Lexical competence plays an important role in mastering a foreign language. It means the ability to use and understand words and expressions in the correct context. Expanding your vocabulary is an integral part of developing lexical competence. In foreign language lessons, using effective vocabulary strategies helps students learn new words and improve their understanding.

One important strategy is to use a dictionary systematically. Students need to be active in using dictionaries both in class and during independent study. Whenever an unfamiliar word appears, students should consult a dictionary to find out its meaning and correct pronunciation. Dictionaries help students develop the ability to independently research words and phrases, taking into account their context and usage.

Firstly, to basic dictionaries, specialized dictionaries should be used. They contain terms related to a specific topic, which helps students expand their vocabulary in a specific area. For example, to study medical terms, you can use a medical dictionary, which contains specialized vocabulary and definitions.

Secondly, to using dictionaries, students should write down new words and phrases for later repetition and reinforcement. Writing down new words and their translations helps students remember their meaning. It is also helpful to create context by including new words in sentences to improve your speaking skills. Phrase groups and sample sentences can also be written down and used for practice.

Thirdly, to individual words, phrasal verbs are an important part of lexical competence. Phrasal verbs consist of a verb and a preposition or adverb, and their meaning cannot always be determined from the individual words. In such cases, it is useful for students to use dictionaries or study special lists of phrasal verbs to understand their meanings and uses.

It is important to note that working with a dictionary should not be limited to traditional paper dictionaries. Modern technologies allow the use of electronic

dictionaries and applications for mobile devices. This is convenient and allows students to quickly find the words and phrases they need. Some apps also offer additional features, such as speaking words and the ability to create a personal dictionary for repetition. Effective work with the dictionary in foreign language lessons is an important component of the development of lexical competence. Systematic use of dictionaries, including specialized dictionaries, writing down new words and phrases, learning phrasal verbs and using electronic dictionaries and applications all help students expand their vocabulary and improve their understanding and use of a foreign language.

Modern living conditions put forward new requirements for learning a foreign language, at the center of which is communicative competence. According to the new state standards for foreign languages, the main purpose of the subject “Foreign Language” is the formation of communicative competence, i.e. ability and readiness to carry out foreign language interpersonal and intercultural communication with native speakers.

Foreign language teaching is considered one of the priority areas of modern school education. And the use of modern educational technologies in the classroom not only helps to increase students’ interest in learning English, but also helps in implementing a differentiated approach to learning, increasing the efficiency of students’ independent work and monitoring knowledge, skills, and abilities in the subject.

But as you know, English at school is quite difficult for students for many reasons, one of which is the difficulty in memorizing foreign vocabulary, and as a result, problems arise with speaking, listening, writing, and even learning grammar. It is the lexical side of speech that is one of the most difficult aspects in the theory and practice of teaching foreign languages. Since the lexical aspect of foreign language speech is an important component of linguistic competence, which is part of general intercultural communicative competence, therefore, the study of a foreign language begins with its formation. It is also important to note that knowledge of vocabulary allows you to successfully master the main types of speech activity; for example, it is impossible to master oral or written speech without knowing the vocabulary of the language being studied.

Conditions for the formation of experience

- 1) The idea of experience formation was influenced by the following factors:
study of methodological literature refresher courses
- 2) Federal State Educational Standards requirements studying the experience of colleague’s participation in city workshops
- 3) Personal experience of observing the behavior and work of students in foreign language lessons.

Theoretical basis of experience

So, in order to reveal the features of the formation of lexical competence in English language learners, it is necessary to consider the basic concepts. A word is a nominative unit of language that serves as the name of an object, its attribute and action. Lexicon (from the Greek *lexicos* - dictionary, verbal) is a set of words that make up the language. Vocabulary is denoted by the term “lexis”.

Competence (linguistics) (from the Latin *competentia* - consistency, proportionality) is the intuitive knowledge about language that a speaker in his native language has and which allows him to correctly express thoughts in words in his native language and distinguish correct (rational, consistent) sentences from incorrect ones.

According to the definition of A.N. Shamov, lexical competence is the ability, based on lexical knowledge, abilities and skills, as well as personal language speech experience, to determine the contextual meaning of a word, compare the scope of its meaning in two languages, and understand its structure.

Since ancient times, people have been trying to improve and improve their memory. There is a huge variety of different methods of memorization and one of them is mnemonics.

To talk about mnemonics as a way of developing lexical competence in English lessons, it is first necessary to reveal the concept itself.

“Mnemonics (from ancient Greek *μνημονικόν* - the art of memorization), mnemonics is a set of special techniques and methods that facilitate memorizing the necessary information and increasing the volume of memory by forming associations (connections): replacing abstract objects and facts with concepts and ideas that have a visual, auditory or kinesthetic representation, linking objects with already existing information in memory of various types of modification to simplify memorization”. It is important to note that mnemonics and mnemonics are synonymous concepts.

There is another definition, which contains a textbook edited by V.A. Kozarenko “Memory system “Giordano””: “Mnemonics is an internal writing system that allows you to consistently record information in the brain, converted into combinations of visual images”.

Mnemonics as a memorization system is based on the technique of forming associations. The effectiveness of the techniques will be higher if students themselves create vivid images, generalized diagrams, original drawings and collages in order to better remember the material being studied. Meaningful, personally processed information is a generalized construct that is stored in a compressed form in the student’s memory and is a reliable basis for mastering language vocabulary. Mnemonics helps develop associative thinking, visual and auditory memory, visual and auditory perception, rich imagination, and competent speech.

Therefore, I was faced with the task of how to help children, but in a way that would be easy and interesting for them.

Mnemonics help simplify the process of direct educational activities for children. Children learn in an interesting playful way, without mental and emotional overload. “Mnemotechnical techniques” make lessons lively, full of creativity and energy of thought. No one doubts the obvious advantages of mnemonics, but very often you encounter rejection of these methods among adults. As a rule, they are put off by the “frivolity” of memorization methods that develop imagination and associative thinking.

In defense of this method, I want to say that it is diverse. It includes a large number of techniques and has a scientific explanation. But the most important thing is that this method fully complies with the new standards and does not exclude the use of other technologies in the lesson, and this technology is interesting for all age groups of students. And even if at first the guys are skeptical about drawing up associations, later, seeing their progress, they change their minds.

This technology consists of many techniques:

Letter code, when in order to remember the necessary material, we form semantic phrases from the initial letters of the memorized information, for example, in childhood we were taught to remember the colors of the rainbow by the first letters of each word in the rhyme “every hunter wants to know where the pheasant sits.” In English there is a similar example: "Richard of York Gave Battle in Vain", where each capital letter represents a color: R-red, O-orange, Y-yellow, G-green, B-blue, I-indigo, V- violet.

The consonance method is memorizing a term or foreign words using already known consonant words or phrases. For example, if you need to remember the word ink - ink, and students already know the word pink - pink, you can memorize it as a consonant phrase: pink ink, which translates as pink ink or, for example, horse - horse, we make up the phrase Master's horse for it; turtle – turtle, Turtle TORTIL; sing - sing, Sing in SINGAPORE, etc.

The association method is the creation of vivid unusual associations and linking them with memorized information, for example, the word paddle (sounds like “paddle”) is translated as a puddle, therefore, you need to remember or imagine your fall into a puddle. Another English word is skirt. To remember it, you need to imagine a stack (haystack), which is similar in shape to a skirt, then the image of the stack and...

Phonetic association method. Its essence is that for a foreign word to be memorized, it is necessary to select a consonant word from the Russian language or a small phrase, and then select a semantic association for them. For example, the English word “clever” (smart) sounds like the Russian word “clover”. By the same analogy, “ship” (ship) with the word “thorn” or “ditch” (pit) is consonant with the word “game”. And now for each pair of words we can imagine the following associations:

“smart clover”, for example, we imagine a clover with glasses and with a book; to the second word, imagine a ship with spikes; We remember the word “ditch” by imagining that the game ran from the hunter and fell into a hole. Memorizing words becomes easier if students already know certain vocabulary. For example, words that consist of two parts and students are already familiar with the meaning of the words that make up it. For example, the word “crushroom” means foyer, we divide it into the words “crush” - crush, crush and the word “room” - room. Then it turns out that the foyer is the room where the “crush” occurs. Based on this, the following plot is drawn up: looking into the foyer, you saw a lot of people there who were pressing and pushing each other.

Associations of a word with the sound it denotes. To do this, you need to reproduce in your mind the sound whose sound is similar to the word you need to remember, and if they are really similar, make an association. For example, the English word “bang” is translated as “blow, hit.” We imagine a monk who knocks on a huge gong, and a powerful, vibrating “bang-bang-bang” sound scatters throughout the entire area.

Rhymes - creating rhymes or short poems with memorized material. This method is more effective if a rhyme is invented for the memorized word, where the context and complementary words would indicate its translation, for example: both in the rain and in the thunderstorm - “umbrella” I carry with me.

All of the listed techniques can be used by the teacher in English lessons and contribute to the formation of students’ lexical competence.

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