



## FEATURES OF FORMING AND TEACHING LEXICAL COMPETENCE IN ENGLISH OF A2 LEVEL STUDENTS"

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### Abstract

In this article, the author summarizes the experimental research conducted on the formation and teaching of the lexical competence of A2 level students in English through innovative methods. And it gives examples of the most important methods used in the process of learning a foreign language for elementary school students.

Key words: experimental research, lexical competence, cognitive approach, interference, reading comprehension, dictionaries

**Introduction** The task of ensuring successful communication in the professional field, as well as competitiveness and professional mobility dictates the need for pupils of primary, secondary education to master two or more foreign languages. In this regard, it seems important to investigate the specifics of multilingual learning, identify the difficulties that arise when teaching a second language, and outline ways to overcome them. Currently, this problem attracts the attention of researchers, which is due to the modern linguistic situation, characterized by an increase in polenguism. Thus, the phenomenon of language interference is actively investigated - "deviations from language norms that arise in the speech of multilinguals as a result of the fact that they speak foreign languages, that is, as a result of language contact" [3]. The problem arises of applying the theory of language interference in pedagogical practice, which we are trying to solve in this paper. The main approaches to the formation of lexical competence in the study of a foreign language in the field of professional communication Mastering professional terminology is the primary task of learning a foreign language in the field of professional communication. Lexical competence in the field of professional communication implies knowledge of general and professional terminology, as well as the ability to use the acquired vocabulary in speech activity. Criteria for successful work with vocabulary, according to the main provisions Pan-European language proficiency competencies [1] the number of words and stable expressions that need to be mastered, possession of sufficient vocabulary for the implementation of speech activity, the regularity of the use of the learned material and control over this process; knowledge of the differences between active and passive vocabulary, knowledge control.

**Method** These requirements are easily extrapolated to the field of professional vocabulary. **Intensive reading method** An effective tool for the formation of lexical competence in the field of professional communication can be the so-called intensive reading, which implies painstaking, detailed work on short texts in the classroom under the guidance of a teacher [2]. Intensive reading contributes to understanding how the vocabulary, grammar, coherence of the text and its content jointly achieve the communicative purpose of the text [3]. During intensive work with the text, students study in detail a small passage or a short text with a

volume of 150-200 words, while the tasks with which this text is provided consist of a large number of lexical exercises and text comprehension tasks, the total volume of which significantly exceeds the volume of the text itself. The goals of intensive work on the text are a detailed understanding of the text and study linguistic phenomena on the example of the text, the development of linguistic thinking, the expansion of vocabulary [4]. General criteria for selecting text material for intensive reading when the value of the text in terms of professional orientation, the correspondence of the subject of texts to the professional interests of students and their language level (taking into account the subject, logical and linguistic complexity), compliance with a certain topic, the cognitive value of the text, semantic completeness and structuring of the text, representation in the corpus of educational texts of various types (descriptive, narrative, argumentative, informational, explanatory), authenticity of text material of various genres of scientific, journalistic and pragmatic styles. In our case of teaching the professional vocabulary of a second foreign language, such a criterion as the intercultural nature of the information presented in the text is of particular importance. Application of the methodology of critical pedagogy Intensive reading of complicated authentic texts in the specialty, as a pedagogical technique designed to optimize the teaching of terminology in terms of language contact, organically fits into the methodological concept of critical pedagogy, the advantages of which we considered earlier [5]. Critical pedagogy is an original approach to teaching practice, instilling students with independent thinking skills, contributing to the formation of active, critically thinking, conscious and responsible members of society. The specificity of the methods of critical pedagogy is the rejection of the rational-dogmatic methods of traditional teaching in favor of an approach that takes into account the diversity of positions and points of view of participants in the educational process, their individual characteristics; this approach is most the degree contributes to the development of professional competence of trainees. Within the framework of critical pedagogy, traditional roles are deconstructed, implying the activity of the teacher as a carrier of knowledge and the passivity of the student as a recipient, the delegation of part of the teaching authority to students is practiced. This practice provides students with the opportunity to express themselves and actively participate in the process of collective knowledge construction, contributes to their social preparedness and activity. Methods of critical pedagogy contribute to the development of students' reading skills and understanding of professionally oriented foreign language texts, help to cover all the variety of forms of modern scientific texts, both on paper and on electronic media. In particular, the results of the pilot study conducted by the author demonstrated the feasibility of using critical pedagogy techniques in teaching reading and understanding professionally oriented texts in the English language [6].

Results The expediency of applying critical pedagogy techniques in teaching the language of the specialty is due, among other things, to the fact that it is in this aspect that the greatest the degree shows the advantage of delegating the authority of the teacher to the student. Indeed, a foreign language teacher, not being competent enough in the field of specialization of students, can quite organically act as a student in the relevant classes. The possibility of teaching a teacher (in the language being studied) the discipline of specialization gives additional interest to classes.

Methods of teaching English vocabulary as a second foreign language In world practice, the baggage of methods of teaching English vocabulary has been accumulated as foreign [7]. Since

the native language of the trainees is Izbek, for the purposes of our study, the most relevant method was developed within the framework of the national school of foreign language teaching, which is based on the use of an integrative set of exercises for teaching vocabulary in the process of reading. Within the framework of this methodology, vocabulary training in the process of reading includes the following stages:

- the pre-text stage: actualization and associative presentation of lexical units.
- relevant to the understanding of the text;
- the stage of reading the text: the perception of new vocabulary in the text, its semantics (formation of a receptive lexical skill);
- information processing of the text (formation of a reproductive and productive lexical skill);

the production of a creative utterance is the free creative inclusion of vocabulary in speech situations based on a complete understanding of the forms and functional features (the formation of a productive skill). The proposed method of teaching professional vocabulary of English as a second foreign language to international students. Taking as a basis the above methodology of teaching vocabulary, we adapted it to the tasks of teaching English as a second foreign language with the first French in the field of professional communication. In addition, when developing the methodology, we took into account the above-mentioned expediency of using the method of intensive reading based on authentic complicated texts, as well as methods of critical pedagogy. So, we have developed a set of exercises for teaching professional vocabulary, including exercises that promote recognition, perception and understanding of various units of professional vocabulary[8]. This set of exercises is included in the system of exercises aimed at teaching intensive reading as a type of speech activity using critical pedagogy techniques, and is built taking into account interlanguage transfer, intellectual and linguistic capabilities of students. Within the framework of this integrative set of exercises, vocabulary training is carried out in three stages.

**Discussion Research method** In the course of this study, students were surveyed and tested, typical lexical errors of students studying English as a second foreign language were identified and systematized, a method for their elimination was developed and proposed. A pilot study was conducted confirming the expediency and effectiveness of the proposed methodology for teaching professional English vocabulary language on the basis of an integrated set of lexical exercises built into the system of exercises for teaching reading using methods of critical pedagogy.

**Study participants** The participants of this study were students of the public schools studying English as a second foreign language in the course "English in the field of professional communication". The age of the participants ranged from 9 to 15 years. Checking the effectiveness of the methodology of teaching professional vocabulary Due to the fact that the typical lexical errors of students studying English as a second foreign language differ depending on which language was studied earlier, it is an important task to develop a special methodology for teaching English language as a second foreign language at the first Russian, with appropriate textbooks and exercises. This technique was developed and proposed by the author. To test the expediency and effectiveness of the proposed methodology, students studying English as a second foreign language in the course "English in professional communication" at the first French were divided into two homogeneous groups (group B1 and group B"). Each group consisted of 20 students. The experimental group was trained according to a methodology based on an integrated set of lexical exercises for teaching reading using methods of critical pedagogy; the control group was trained using traditional



methods. Both groups studied the same course "English in Professional Communication", with the same goals and objectives, using the same textbooks and manuals, under the guidance of one teacher. The groups were selected based on questionnaires, interviews and results on language tests/international exams). Students studied English in the field of professional communication for one semester, two hours a week. Academic performance was measured during the intermediate and final certification. During the training, interviews and questionnaires were conducted with students for their advancement in the development of professional vocabulary and emerging problems. After completing the course, students of both groups passed tests for knowledge of professional vocabulary, consisting of questions.

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