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THE IMPORTANCE OF THE COMPETENCE APPROACH IN DEVELOPING LEXICAL SKILLS

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Abstract

In this article, the ways of developing lexical skills in students, their theoretical and practical importance, the level of lexical competence in speech skills and their role in communicative tasks are revealed based on the competence approach.

Keywords Learning a foreign language, lexical skills, education system, communication skills, linguistic competence, speech competence.

INTRODUCTION

Decision No. 1875 of the President of the Republic of Uzbekistan dated December 10, 2012 on "Measures to further improve the system of learning foreign languages"[1] makes foreign language a main part of the primary education process, increasing interest in foreign language learning and the people Raising the average level of education implies the implementation of prospective tasks, such as the increase in demand for general culture and the formation of readiness for intercultural cooperation. It can be seen from this that developing the methodology of foreign language teaching based on the methodology of foreign language education is one of the most important tasks.

It is impossible to imagine learning a foreign language without mastering the vocabulary of the language. This is the basis for the implementation of multicultural communication, and the development of lexical competences ensures the understanding of the meaning of the statement and

the achievement of communication goals. Thus, mastering the lexicon allows students to: a) create the necessary conditions for communicating in a foreign language, b) form thoughts correctly and clearly, c) develop cognitive abilities, d) be a carrier of a certain culture as the development of language identity.

The analysis of theory and practice and our own research show that there is a conflict between the requirements for the level of development of lexical skills of students and the level of knowledge of the real language.

This contradiction reveals a research problem, the essence of which is to organize the most effective methodology for the development of lexical competence for mastering the English language.

Thus, the relevance of the topic of the selected article is related to and conditioned by:

- the practical need to master personal communication skills as a basis for mastering the English language;

- modern trends in the development of teaching methods due to the introduction of the competency-based teaching model;

- the need to constantly improve the process of teaching a foreign language to students.

In the last decade, there have been changes in the categorical and conceptual apparatus reflecting the essence of the educational process.

The concepts of "skill", "education", "qualification" were replaced by the concepts of "mobility", "competence", "competent". The systematic transition to a competency-based approach is primarily related to the need to resolve the contradictions associated with the traditional cognitive orientations of higher education. Recognizing the development of language personality as one of the main goals of competence-oriented teaching of a foreign language, it is necessary to solve the question of the nature of this development in teaching.

Training based only on knowledge transfer does not allow preparing a specialist who is ready for independent, responsible work, able to solve complex professional problems.

Traditional forms of education cannot reveal the full potential of a person. In this regard, many countries are reforming the education system at the state level. One of the main goals of the reform is to direct students to activities based on initiative and responsibility, as well as continuous self-education throughout life. In the framework of this activity, the basic competencies necessary for the effective performance of certain work obligations are important for the formation and development of future specialists.

Competence is internal, potential, hidden psychological new formations (knowledge, ideas, action programs (algorithms), system of values and attitudes), which later manifest in competence. Competence is based on acquired

skills, knowledge and experience that provide the ability to perform a given task or perform a specific activity. For example, the level of knowledge of the language used by the translator in his daily work [2].

In modern methods, competence is understood not only as "consciousness, a set of knowledge" (if we talk about knowledge of the language), but also as "ability" [3].

The superiority of vocabulary over grammar Teachers should always keep in mind that learning a language is actually learning meanings. According to M.A.K.Halliday1[4], "language is a product of a social process, and language emerges during communication with others."

The importance of prioritizing lexicons over grammar is stated by V. Lewis[5], that language is not made up of lexicons adapted to grammar, but rather of grammar adapted to lexicons.

The use of a foreign language for communicative purposes requires a certain level of linguistic, speech and socio-cultural competence, therefore, the study of foreign languages of one's own country and the country of the studied language is inseparable with the study of the specific features of the social and cultural life of both there is a need to teach.

A competency-based approach to teaching English can be implemented through different approaches to activities:

- ✓ innovative technologies are based on proper planning and organization of the educational process, a special place is reserved for student activity;
- ✓ active independent and cognitive activity. Therefore, special attention should be paid to independent work of students with educational and original texts.

All this develops the skills of working on problematic issues, getting out of uncertain situations, finding the necessary information independently, etc.

The development of student competence is related to the productivity of future graduates. Therefore, the development of individual abilities of students for self-development, self-improvement, development of their needs and creative abilities is of leading importance.

According to many methodologists (I. L. Beam, N. D. Galskova, R. P. Milrud, V. V. Safonova, E. N. Solovova, etc.), communicative competence in a foreign language is the ability and readiness to communicate in a foreign language with native speakers, determined by adequate and timely expression of mental intentions.

One of the tasks of teaching foreign languages is the development of oral and written forms of communication. Acquiring the vocabulary of a foreign language in terms of its semantic accuracy, synonymy richness, adequacy and appropriateness of its use is an indispensable condition for achieving this goal. The development of lexical skills and competences involves not only taking into account information of a formal-structural nature, but also knowing the situational, social and contextual rules that native speakers follow.

When learning a foreign language, all language material can be divided into 3 large groups: words, grammar and set expressions.

The process of memorizing new words requires the most effort. At several levels, words, English pronunciation are mastered, the ability to perceive words by ear, the ability to read, and then the ability to write in English are developed.

It should be noted that the introduction of new educational components is not only the improvement of the teaching content, but also the

search and development of appropriate teaching tools, which is a necessary condition for increasing the effectiveness of the foreign language teaching process. Although didactic tools do not have a decisive effect on the results of educational work, they facilitate the acquisition of knowledge. They just need to be chosen correctly and skillfully included in the methods and organizational forms of teaching used by the teacher. This can enrich the use of teaching methods and increase their effectiveness.

It is known that new words can be processed both in context and separately. Acquaintance with new vocabulary should be based on oral speech in a foreign language, as well as the use of various types of visual aids. Preparation and speech exercises are used to develop lexical competence, which should then be added to communication and role-playing, because of which reading skills develop. Exercises for the development of lexical competences activate mental activity and words aimed at reducing the number of lexical errors in the performance of communicative tasks.

In the process of studying at the university, students should learn the meaning and forms of lexical units and be able to use them in various situations of oral and written communication, that is, acquire the skills of lexical design of the text created in oral speech and writing, and it is important to learn to understand lexical units by listening and reading [6; p. 254].

Lexical skills for receptive types of speech activity (listening and reading) are skills that are implemented in speech operations: identifying and using words and meanings based on speech connections of auditory images of words, including terminological connections (situational and contextual) recognition of spoken speech or their graphic representations and understanding of meanings in written speech when reading texts in different styles [7].

Modern educational materials for foreign languages are aimed at the development of certain competencies, and speech competence is in the first place, that is, it consists in the development of speaking, listening, reading and writing skills. Linguistic competence (development of lexical, grammatical, phonetic skills) is subordinate to and serves speech competence.

Speech competence includes the development of communication skills in four main types of speech activity (speaking, listening, reading, and writing).

Linguistic competence is distinguished according to the following types [8]: 1) speech is the ability to express one's opinion, acquire a business style of speech, etc.; 2) linguistic - understanding the structure of speech, language system, its units and rules; 3) discursive - the ability to conduct a meaningful and interesting conversation in formal and informal settings; 4) lexical - mastering the skills of using words, as well as knowing the dictionary in detail; 5) grammar - the ability to use the grammatical elements of the language in oral and written speech.

Currently, competence is considered as a systematic concept, its components include: motives, goals, value orientations, knowledge, abilities, skills, thinking, ability and readiness for effective activity. Competence is the basis of competence formation, its structural division; acquired by a person during the educational process.

Competence means a knowledge-based, intellectual and personally defined social and professional characteristic of a person, a real, forming personal quality as his personal quality. Competence is based on previously formed competence as a result of training or acquired experience and represents the characteristics of a certain person, as well as his ability to perform the tasks or activities described above.

The analysis of scientific literature shows that the essence of the competence-based approach is that it helps to strengthen the pragmatic direction of foreign language teaching based on the acquisition of strategies for solving linguistic problems; development of students' creative abilities due to the development of collective educational technologies (project technology, pairs, small groups, etc.); creating a foreign language multicultural environment that ensures the formation and development of a linguistic personality; selection of educational material and improvement of its methodological structure.

There are several approaches to defining the concept of competence.

In our research, we consider competence as the outcome of the learning process, which is represented by knowledge, skills, abilities and attitudes.

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