

## On the Development of Students' Lexical Skills in English in Non-Philological Directions

**Tojimatova Madinabonu Umidjon kizi**

PhD student of Namangan State University

madinaiminjonova0207@gmail.com

**Abstract:** This article is devoted to the issues of formation and development of lexical skills in English for students of non-philological directions, in which valuable ideas and observations are presented about the importance of learning English as a foreign language, which inevitably opens the door to good opportunities for representatives of other directions.

**Keywords:** English, lexis, competence, competency, lexical skills, non-philological directions.



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### INTRODUCTION

In today's rapidly developing world, the importance of learning and teaching foreign languages is increasing day by day. Many developed and developing countries use foreign languages, mainly English, in economic, political and social spheres. Learning foreign languages and being able to use the language correctly open doors of opportunity for everyone. In this regard, the President of Uzbekistan Sh.M. Mirziyoyev set out tasks such as the need to pay close attention to the issue of in-depth study of foreign languages and a modern approach to teaching based on the requirements of the time in his address to the Oliy Majlis on December 22, 2017 [1].

The issue of young people's learning foreign languages and forming speech, communication culture in these languages has been widely covered in many works of Eastern thinkers in the past. For example, in Al-Farabiy's work "On the achieving happiness", he emphasizes that learning a foreign language expands a person's thinking [2]. One of the great scholar Abu Raykhan Al-Beruniy believes that the main cause of all illness is ignorance. Therefore, he emphasized that the role of a foreign language in acquiring knowledge is extremely important. Abu Ali Ibn Sino, the Sultan of medicine, believes that mastering another language along with one's own language is one of the first criteria for achieving perfection. The reason is that science serves man, reveals the laws of nature, and is passed down from generation to generation for centuries. In this regard, he emphasized that learning another language has a special importance [3].

It is worth noting that the library of the observatory founded by Mirzo Ulugbek was filled with many scientific works and works of world famous people, and the number of books stored there was more than 150 thousand.

A. Avloniy: “Language is a great force that elevates the spirit of the nation” - he thought about the study of foreign languages [4].

From the thoughts and opinions of the Great Eastern thinkers, it can be seen that one of the main ideas of the works was to encourage the growing young generation to study foreign languages.

Nowadays, studying foreign languages is considered a professional need not only for students who are linguists, but also for young people studying in non-philological directions too. It is important for students of non-philological studies to learn English as a foreign language, because in order to become competent professionals in the future and they will have the opportunity to use the valuable works of famous scientists in their field, published in English, and will strive to improve their knowledge by participating in various scientific conferences.

As we know, students of non-philological studies work with more terms. This requires methodologists to deal with the issue of forming students' lexical skills.

## **LITERATURE REVIEW**

Many methodologists have given their scientific explanations to the term “lexical skill”. One of these methodologists, S.F. Shatilov[5], defines “lexical skill” as a methodological concept consisting of two parts, namely, the use of a word in speech and the formation of a word in the process of speech. According to Shatilov, this is a speech lexical skill, in addition to which a linguistic lexical skill is also formed. Linguistic lexical skill, such as the process of word analysis, word formation, and the formation of word combinations, as well as the use of lexical material with the participation of consciousness, has been theoretically proved. Thus, the speech and linguistic skills of the lexicon are known.

## **RESEARCH METHODOLOGY**

The concept of “competence” is one of the concepts that are widely used in all fields. In the process of mastering foreign languages, it is also necessary to form the important competencies for students. First of all, if we explain the term competence, this word is derived from the Latin “compete” and means “I achieve, I am suitable, I am right for...”, and is used in the sense of knowledge in one or another field. Also, the concept of “competence” has many meanings, and its content and essence are interpreted differently by representatives of different fields[6].

The term “competence” refers to knowledge, skills, abilities, and knowledge of a foreign language. Along with the concept of “competence”, there is also the term “competency”, and in many cases the meaning of both is interpreted as the same and is used incorrectly. In fact, their meanings are different. A number of scholars see competence (knowledge of one's native language) and competency (use of language, real use of language) as a language-speech dichotomy [7].

Many scientists, including Dj. Raven, I.A. Zimnyaya, A.V. Khutorskoy[8,9,7] distinguish these terms from each other. According to A.V. Khutorskoy, competence is a set of qualities necessary for use in any field. A.V. Khutorskoy defines competence as a measure, a requirement that is set before a student before mastering knowledge, and competency - is a formed personal quality of a student and his minimum work experience.

According to the scientist, competency is the acquisition of appropriate competence by a person, which also includes an attitude towards it.

Thus, from the above explanations, it can be said that if the concept of “competence” means “knowing one's business, capable, master”, then competency, depending on the context, means “knowing one's business”.

Competency - serves as the basis for the implementation of professionally and socially important tasks. In recent decades, significant changes have been taking place in the methodology of

teaching a foreign language in a qualitative manner. In European countries and some CIS countries (Kazakhstan, Russia, Belarus), as well as in our country, foreign language learning programs based on a competency-based approach are being developed. Such approaches are also aimed at the formation of linguistic competence of a foreign language learner. Analyzing a number of studies on the issue under consideration, it is worth noting that linguistic competence in a foreign language is one of the components of the professional competence of students of non-philological directions, defined as the ability of a future specialist to act as a second language in various social situations and the readiness to conduct intercultural communication [10].

Researches devoted to the study of the components of linguistic competence in English have shown its many structural features. Thus, knowledge of language materials (phonetics, lexicon, grammar) and skills in speech activity (listening, speaking, reading and writing) are included in linguistic competence in English [11].

The emergence of an integrated system for training a new generation of competitive pedagogical personnel in the global arena requires further improvement in the training of highly qualified pedagogical personnel with a thorough mastery of foreign languages. In this regard, developing the linguistic competence of students in non-philological fields of study is of great importance.

The first stage of the formation of linguistic competence of students of non-philological education is carried out on the basis of linguistic abilities, physical abilities, musical abilities, abilities in the coordination of behavior, interpersonal communicative abilities, and self-awareness [12].

Lexical skills, which are part of linguistic competence, are more important than the formation of phonetic and grammatical skills, because lexis is the building material of the language, and phonetics and grammar form the language after lexis. With the help of lexis, the meaning of the word is understood, the content of micro and macro texts is understood. The main goal of the formation of lexical skills is not to teach vocabulary, but to be able to freely use and understand it in speech activities. Teaching lexis is carried out in three stages:

- 1) a new word is introduced;
- 2) the focus is on using the learned vocabulary in the speech process (it is considered a period of consolidation of new material);
- 3) the studied word is mastered as part of skills and competencies in speech activities.

These stages performed on a lexical unit can be compared to methods: PPP: Presentation-acquaintance, Practice-exercise and Produce- usage.

The formation of lexical skills is a process that occurs after the stage of methodological preparation of the lexicon and includes three stages [13].(see the picture 1):

- 1) Presentation of the lexicon;
- 2) Practice the lexicon;
- 3) Usage of the lexicon.

**Presentation of the lexicon.** This is the stage of familiarization (presentation), where work is carried out on the form, meaning and usage of the word. There are traditional and functional methods in teaching foreign language vocabulary. [14]. Revealing the meaning of the word (semantization) is a traditional method, and in functional methodology it is not considered a special stage. Before presenting a new word in a foreign language, a similar word in the native language is recalled. This is achieved by showing a film (3-5 minutes) or a meaningful picture. After the demonstration, based on the experience of the native language, the foreign word is presented in the text or separately [13].

Getting acquainted with the meaning of a new word is carried out in two ways: without translation or through translation.

The methodological techniques used in acquiring the meaning of a new lexical unit depend on the following factors: the nature of the word; belonging to the active or passive lexicon, the stage of education and the level of the students; the form in which the new word is presented (listening or reading perception); the place where the new unit is introduced (lesson, home, textbook, dictionary), etc.

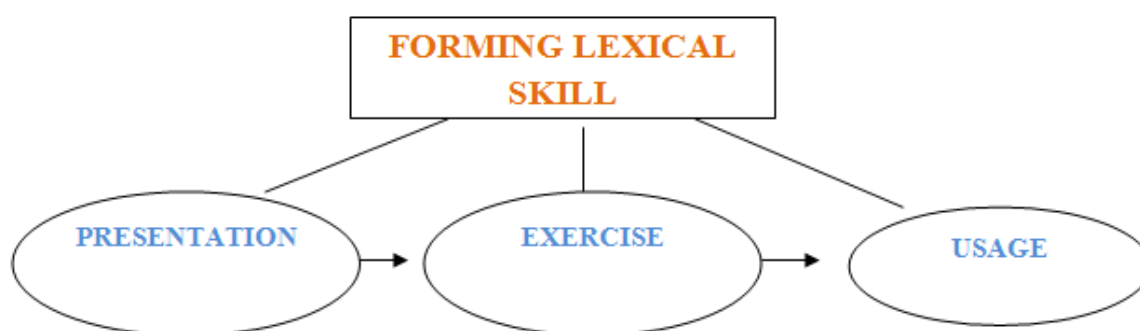
**Lexical exercises.** At this stage, lexical units are learned through practice. In fact, at all stages, lexical units are mastered through appropriate exercises. This stage is important in terms of skill formation. The lexical unit, the meaning of which is revealed, is practiced in speech. In exercises performed to introduce a lexical unit into a skill, it can be used in two ways: the word being studied is used in one place with different units or is repeated in different places, forming combinations with new words. Thus, lexical skills are formed by using the word in fixed or changing places and performing exercises.

Lexical exercises consist of informational and operational parts. The first part is an instruction and a sample of execution, consisting of intermediate exercises that combine language rules and speech practice. In operational exercises, speech acts are mastered based on lexical material.

Since skill formation is a complex process, each new word is used repeatedly in several exercises or sets of exercises. Each exercise has a goal and is designed to master the corresponding operation.

**Usage of vocabulary.** The final stage in the formation of lexical skills, which follows the previous two stages, is the achievement of the level of usage of vocabulary. The term “usage” (in Russian literature, “upotrebleniye”, “operirovaniye”, “funktsionirovaniye”) used here refers to the occurrence of a word in reproductive and receptive speech. When “usage” is said, it means “expressing an idea”, while the concept of “recognition” is associated with “perceiving another person’s speech”. In short, “usage” is understood as the use of a lexical unit in all four types of speech activity (“operirovaniye”).

The usage of vocabulary is the final stage in the formation of skills, the freely using a word in a speech, whose meaning has been revealed, corresponds to the period of transition from skills to competence. Stepping into speech practice after training, is understood as the use of vocabulary in expressing an idea without the participation of consciousness.



**Picture 1. The stages of forming lexical skill**

## ANALYSIS AND RESULTS

The crucial stages of lexical skill formation in English for students of non-philological orientation were discussed. After the stages of lexical skill formation, students begin to use the word freely in speech without the help of a teacher. The period of keeping in mind a new word (latent period of use) is a methodological phenomenon that occurs through repetition. When a language learner can

use any word in speech without hesitation, so the latent period is ensured, and it can be considered that he has mastered it perfectly.

Determining the acquisition of vocabulary is not identified by deliberate questioning, but by using it in types of speech activities. When students speak, read or listen to a topic related to their field or educational speech situations, so sufficient conditions are created for the level of their lexical skills.

## CONCLUSION AND SUGGESTIONS

We would like to emphasize once again that mastering foreign languages is important for representatives of other fields and that learning English opens doors of opportunity for students of non-philological directions too. In this regard, the formation of lexical skills is one of the important tasks. Successfully implementing each of the relevant stages in the formation of lexical skills mentioned above and being able to explain them to students with the necessary materials is the task set for every methodologist. In conclusion, the teacher and the student will have to work equally in the formation of lexical skills.

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