

## THE ROLE OF LEXICAL COMPETENCE IN TEACHING FOREIGN LANGUAGES

**Khayitboyev Muslim Khamidullaevich**

Samarkand state architecture and construction university, Department of Foreign languages

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**Abstract.** *In this article we talk about lexical competence involves knowledge of the studied language. The article presents the essence, structure and content of lexical competence in the process of teaching a foreign language.*

**Keywords:** *competency, lexical aspect, teaching foreign languages.*

Scientific researches are being carried out in the areas of improving the quality of teaching in professional development courses of pedagogic personnel, providing teaching content and teaching methods, and improving the objectives of control and evaluation. The main characteristics of modern education are the teaching of English language by pedagogues through an integrative approach and special attention is paid to teaching them in English based on the requirements of educational standards of specialized subjects.

Modeling ways to improve the lexical competence of pedagogues in the process of professional development depends on the object of theoretical research of pedagogic phenomena, then transferring it to a wider educational space, and developing models that provide opportunities for local learning. In this part of our research, we present the basic rules of pedagogic modeling, which played a fundamental role in the development of unified conceptual models of the process of improving the lexical competence of pedagogues based on an integrative approach. In order to be able to imagine the logic of our thoughts on this aspect of the research more clearly, we felt that it is necessary to dwell in more detail on the rules of general and pedagogical modeling.

In modern science, "model" means natural and social reality, human cultural origin, conceptual-theoretical and similar information - a fragment analogue (scheme, structure, system of symbols) of the original model [1]. In a relatively broad interpretation, "scientific modeling" is a method of researching various systems by building models that preserve some of the basic features of these systems and research objects, and transferring the obtained data to the research object. Thus, from the epistemological point of view, the model is considered as a "representative", "substitute" of the original knowledge and in practice, serves the functions of knowledge as a means of explanation, prediction and heuristic. However, models can be used not only as a means of reflecting events and processes in reality, but also as a criterion for checking scientific knowledge, which is directly used to determine the relationship of the studied model to another model, or based on a calculated theory based on practice.

It is known that not all processes can be quantitatively measured and controlled. Social, cultural, humanitarian processes and relations are characterized by extraordinary complexity, in which factors of variable, intensive and dynamic and unknown impact on each other act at the same time.

In order to perform the task of model recognition, it is necessary to fully (objectively) correspond to the original. According to M. Vartofskyi, any essence can be evaluated as a model of any other only if it is possible to distinguish properties that are common to them, i.e. properties that are similar to another essence.

In this case, modeling necessarily involves abstraction and idealization. This applies primarily to the modeling of complex systems whose behavior depends on a large number of interrelated factors of a different nature. It can be noted that the model will always be "poorer", simpler than its original. Determining the adequate parameters of the model generator and the objective measures of the model's consistency with reality is considered to be the most difficult task.

Various forms of modeling are used in the scientific field, the choice of models depends on the field of their application. According to the nature of the models, they are subject and marked; research and didactic according to the method of applying the model; It is divided into functional and structural (structural) modeling types according to the nature of the reflected side.

In the typology, it is accepted to distinguish three types of models. These are:

- cognitive-heuristic models;
- future models;
- expected, given state models.

Pedagogical problem modeling includes all three types of models and their heuristic, prognostic and pragmatic tasks (functions).

M.Vartofsky proposed a chained typology of models according to their existential obligations, i.e., the ability to present the essential characteristics of the object. The author has placed the models in the following order according to the "ability to provide":

1. Model analogies. These are feature models that record obvious but isolated similarities. Teaching-demonstration models can be a bright example of these.

2. Mathematical models. Statistical means of organizing empirical data can be included in mathematical models. Such statistically processed models are widespread in social sciences and psychological sciences, and claim to reflect the regular properties of the data being processed.

It is known that in the historical development of human society, different forms of organization of educational processes have been implemented since the time when education and training appeared and separated as an independent process. In terms of the educational process, we have chosen individual, small group, group and collective forms of education.

The oldest form of education, i.e. individual form, is considered convenient for teaching a foreign language. It is convenient to practice alone at the initial level. But besides its convenience, there are also some disadvantages. For example, time is not saved, the teacher's influence is limited (the teacher's task is only to give assignments and check their completion), teamwork is not provided for (this situation has a negative impact on the socialization process) [2].

Working with small groups and groups requires the teacher to have high pedagogical skills and skills. The essence of the group form of education is that the teacher conducts the training not with one audience, but with a group of listeners of different ages with different levels of preparation. In particular, it is one of the important aspects to take into account the level of language knowledge of the audience in foreign language classes.

Among the educational tools, we have included textual, visual and electronic aids, didactic handouts in the model. Al-Khorazmi, the founder of the science of algebra, used the methods of educational demonstration, question-and-answer, formation of qualifications and skills, and methods of testing students' knowledge in the organization of teaching processes.

Abu Rayhan Beruni, while organizing the educational process, emphasizes that, firstly, when imparting knowledge to the learner, it is important to think about various topics, and

secondly, to present the student's knowledge in a visual way without boring it, and not to make it boring for the memory.

We have presented the results and evaluation of the knowledge and skills acquired by the listeners during the training in the following criteria.

Motivation: the ability of the listeners to find the necessary information from the sources, to be interested in using them effectively and to develop the need;

Cognitive: understanding the essence of integrated education and assimilation of information [3].

Reflective: finding solutions to problems related to language in educational conditions and achieving results.

English language level indicators:

Entry Level:

A 1-From this stage, learning English begins. The listener learns the alphabet, basic words, numbers, and the calendar. He writes basic information about himself (name, where and when he was born, where he lives), simple sentences of 5-20 words.

A 2-Language at this level can carry on a simple conversation on basic life topics (career, family, favorite activities) and in various situations (cafe, gas station, store, hospital). The listener can write short notes and essays using the dictionary. They can read texts of up to 500 words with unfamiliar words, and this does not prevent them from grasping the general essence of the work.

Intermediate level:

B 1-Intermediate English speakers can carry on a conversation in any normal situation (especially when traveling in an English-speaking country) and express their thoughts without stopping.

B 2-The listener can express his opinion at this level with examples and proofs; detailed description of situations and feelings; ease of communication on everyday topics; reading business and fiction, press, analytical reports; listen and understand interviews, radio programs, TV shows, films in English; It differs from the levels mentioned above by being able to write large texts, business and informal letters on various topics.

High level:

C At this stage 1, the listener is already a good listener. He can express his opinion on any topic with the help of complex grammatical constructions. He can use metaphors to write literary texts, scientific articles, and business correspondence without difficulty.

C 2 At this level, you can think and speak like a native English speaker and have a good command of the language. Thus, we can determine the level of the listener through tests, questions and answers, a set of exercises, audio and video tasks focused on listening comprehension, as well as conversational topics.

So, the efficiency of the model includes the following features:

- an integral approach to the educational process in educational institutions

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