PRINCIPLES OF CREATING A SYSTEM OF EXERCISES FOR FORMING LEXICAL COMPETENCE

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Annotation

In this article, in the methodology of teaching foreign languages, the opinions are analyzed about the inclusion of exercises in the functional aspect of teaching, as well as among the teaching tools, and that these exercises not only structure the material to be mastered, but also master the foreign language speaking activity based on it.

Key words: topics of communication, training and skills, semantic analysis, positive result, specific speech act, summation of information, students' skills, cognitive processes.

INTRODUCTION:

For teaching, the most typical and life-important situations and topics of communication, as well as words and phrases specific to them, are selected for this contingent (students). An environment that simulates real communication is created in the classes. Teaching is focused on learning the most frequently used vocabulary within a given topic. This principle required the organization of the material in such a way that it reflects the specific features of communication in real life situations. Vocabulary teaching itself is aimed at "formation of bicultural (bicultural) linguistic personality characteristics" and it enables the student to "equally and autonomously participate in intercultural communication" in the future.

This principle implies the necessary development of the ability and readiness of students to communicate in English in various situations, the ability to interact with representatives of other cultures based on the existing lexical reserve. Based on the formation of the motivational base of teaching, we highlight the following components in the system of

developing the lexical competence of students of higher educational institutions of linguistics:

- target component of educational content,

- procedural,

- give a positive result.

The target component of the system usually includes goals and tasks that are implemented according to certain principles that help to achieve the desired result in the teaching process.

MATERIAL AND METHODS

Achieving the planned result of education - the development of the lexical competence of the requirements requires the existence of a special system of exercises. In the process of formation of skills and competences of independent work on lexis and formation of lexical competence, general educational, educational and developmental goals of teaching are realized. Due to the fact that it represents the basis of the mastery of an activity, the exercise must meet certain requirements.

I.L.Beam, a scientist in the field of theory and methodology of teaching foreign languages, said that the exercise should meet the following requirements:

- to ensure the clear assignment of the task and the methods of its execution;

- creating the necessary motivation;

- when possible, to have a communicatively oriented feature, that is, to guide the character of the activity being formed as a result of prirrovard, to bring it closer to direct communication;

providing non-delayed two-way communication in time, particularly positive reinforcement.

Each exercise has a specific educational focus. In this case, the exercise is designed to master the lexical material, to use it in productive and receptive types of speech activity. The

sequence of exercises is determined by the order of performance of the tasks assigned to him. In the exercise, a specific speech act (or several acts) is given, the conditions for its implementation are defined. Exercise is a form of combining language material and actions performed with it. In lexical-oriented exercises, on the one hand, actions have a reproduction, repetitive character, and on the other hand, they have the characteristic of receptive orientation.

Each exercise is closely related to other exercises and occupies a specific place. The order of their execution was determined by increasing language and operational difficulties.

"The number of exercises should be sufficient to develop skills. Lack of their number leads to non-strengthening of skills, its violation. An excessive number of exercises creates negative attitudes and reduces concentration, which interferes with the formation of skills. Exercises should not consist of a random collection of different actions. They should be based on a specific system, a clearly planned and correct sequence, in particular, their gradual complication", said scientist V.A. Krutetsky.

RESULT AND DISCUSSION

A system of exercises is a set of types, types and forms of exercises that are performed in a sequence and number that takes into account the laws of formation of skills and abilities in various types of speech activities and ensure a high level of foreign language acquisition under given conditions.

Thus, in order to achieve the set goal, it is necessary to have a certain rational set of exercises forming a system.

It is necessary to clarify the concept of "exercise system". Usually, it is added to the series of exercises aimed at developing skills in a certain type of speech activity. Exercises aimed at mastering one of the aspects of speech activity (teaching speaking, vocabulary) form a subsystem of exercises. A system is a set of exercises aimed at the development of lexical competence and containing small systems designed to perform certain tasks.

The importance of this system is that it organizes the process of learning foreign language lexicon and teaching it. Choosing the necessary exercises that match the character of one or

another skill or skill, determining the necessary sequence of exercises, due to the fact that they are not carried out out of order, the correct ratio and interaction of different types of speech activity and the correct connection within themselves are ensured.

When building a system of exercises aimed at building lexical competence, we rely on the following exercises:

- Conformity of the exercises to the goals of foreign language teaching and their adequacy to the cognitive process and the formation of skills and competences.

- The process of mastering lexical units is considered as an active and creative process of performing speech-thinking tasks with the help of linguistic-creative and associative thinking.

- Working with the lexicon is carried out taking into account the principles of organization and operation of the internal lexicon.

- Training and application of lexical units is carried out using mnemonic concepts.

- Mastering units of an active and receptive character is aimed at the socio-cultural development of students.

- The system of lexical-oriented exercises is designed to integrate the development of lexical competence and the formation of the motivational base of teaching.

According to the main tasks of the development of lexical competence, analyzes are made depending on the goals and tasks of students, such as cognitive readiness, that is, mental and intellectual development, that is, acquisition of lexical knowledge and skills.

The goal of the cognitive-associative subsystem is to actualize students' primary cognitive knowledge and life experience, to attract their interests and emotions. The main strategies of this sub-system are incentive strategy and graphic tool strategy.

The main types of cognitive-associative exercises are associative and semantic exercises. Associative exercises require updating lexical units according to similarity, comparison and similarity. Semanticization of lexical units is carried out using non-translational and translational means. For example:

1. Create a conceptual network map for a situation and create an associative field for a given lexical unit.

2. Fill in the associative map with the suggested words, identify the key words, complete with your own examples.

 3. Delete the redundant word from the proposed list.

4. Determine which topic the listed words refer to.

5. Match the words phrases and their corresponding situations.

6. Find pairs of rhyming words. Find your own examples.

7. Find the word in the chain of letters.

8. Put the missing letters in the word.

9. Add or remove some letters to make a word that matches this sentence.

It ensures students' attention to focus on gathering, clarifying, understanding and structuring the given information. The main (fundamental) strategies of the sub-system are linguistic-organizing, graphic organizing tools strategy and probabilistic prediction strategies. They make it possible to analyze the word forms, to clarify its meaning by comparing it with other lexical units in the native language and in a foreign language, to clarify the cultural component of the meaning, background information, to learn the methodological features, to learn how foreign language words are used together with others. Linguistic-systematizing exercises allow acquiring lexicon units as linguistic objects, that is, mastering their formal, semantic, paralinguistic, syntagmic and cultural features.

Exercises for combining, differentiating, changing form-content, forming words, replacing and translating are the main types of exercises of this subsystem. Combining exercises will focus on the selection and production of the form of the lexical unit and the meaning of the lexical units, their possibilities of use together with others and their reproduction. Differentiating exercises provide recognition and understanding of the image of the world embodied in lexical units in a foreign language. Transformation exercises develop the ability to express the same idea in different ways or using a limited lexical reserve. Word formation

exercises are designed to develop linguistic-creative thinking and language estimation. Substitution exercises allow you to master the features of foreign language lexical units and use them in practice.

The cognitive-communicative sub-system ensures the improvement of speech lexical skills and competences.

Communicative-cognitive exercises imply active use of lexicon units in receptive and productive types of speech activity. They are designed to solve their problem situations, help to improve lexical skills, competences and at the same time allow to hold communication-cognitive motivation at the required level. Exercises of this subsystem can be conditionally divided into communicative and creative types. At the same time, all creative exercises of the subsystem are designed to perform communicative tasks. In this regard, the type of exercise (which type it belongs to) is determined by its orientation to one or another aspect of activity.

Answer the questions using the indicated lexical tools (words, phrases, phraseological units, idioms):

-Find the given word in the puzzle without asking more than 3-5 questions.

-Find and add the missing lines,questions,answers(lines) of the dialogue.

- Write a monologue, bilogue on the topic.

-Find out which words are used instead of the highlighted words in the dialogue (quiz). Find the words shown and make a similar dialogue.

- Describe the objects depicted in the picture without naming them.

- Make up a story based on the pictures using the given phrases.

-Describe the event using no more than a certain number of sentences and using the specified phrases.

- Make up a story (spoken, written) using the indicated lexical units.

This system of exercises includes control exercises that allow for timely diagnosis, control and necessary correction of the foreign language lexicon teaching process. The difference between control exercises and other exercises of the subsystems is their integrative and all-encompassing nature. The use of the above-described exercise system ensures:

a) creating a mental image of the studied lexical units;

b) formation of stable associative relations of the word with other lexical units, topic, situation;

c) accuracy of choosing one or another lexical unit to express thoughts;

g) the possibility of using (combining) lexical units correctly with each other in accordance with the language norm;

d) the ability to distinguish the cultural component in the structure of word meaning;

e) adequate use of lexical units in different communication situations;

j) automaticity, thoroughness, consistency and flexibility of students' lexical skills;

z) increase vocabulary.

The efficiency and appropriateness of using the considered exercise system was tested by means of experimental training.

The first subsystem of exercises was designed to introduce new lexical material. As an additional method of presenting lexical units, graphic organizing tools were used, with the help of which it was possible not only to introduce new lexical units, but also to establish their connection with already known lexical units and knowledge.

CONCLUSION

In the process of teaching a foreign language, the development of lexical competence is necessary for the formation of a multicultural linguistic personality. Lexicon is a tool, thanks to which any type of speech activity can be implemented in the language being studied. Lexical competence is the basis for the formation of communicative competence of future linguist teachers. The generally accepted approach to the formation of foreign language

lexical competence does not ensure the achievement of the result specified in the Program. In this regard, an attempt was made to find an alternative teaching methodology. In the course of the work, appropriate results were obtained and conclusions were drawn based on them. The level of development of the lexical competence of students of linguistic higher educational institutions is conditioned by the creation of the motivational base of teaching at the expense of three interactive components: personal-psychological, content, and procedural. In this article, special attention was paid to the procedural aspect - the accumulation of lexical knowledge, the formation of skills and competencies based on the cognitive processes of students.

The use of graphic organizing tools in the process of teaching the lexicon of a foreign language helps to effectively acquire lexical and semantic information, as well as to effectively develop the motivational basis of teaching.

In order to achieve the goals and tasks of foreign language lexicon teaching, students should be taught special strategies and techniques that ensure communicative and cognitive mastering of lexical material and updating of students' learning needs.

Working with lexical knowledge, mastering skills is the basis for forming a system of stable and flexible lexical skills of various types of speech activity. It allows to successfully solve communicative problems.

Linguistic lexical knowledge ensures that lexical units follow according to language standards. The success or failure of communication depends on the ability to solve communicative tasks. Depending on the stage of solving the problem, three sub-systems were identified within the exercise system, which allow the following:

a) actualization of students' existing knowledge and educational needs;

b) to provide gradual cognitive processing of educational material;

c) applying the acquired knowledge in the process of solving communicative tasks.

Experimental teaching proved the relevance and validity of the working hypothesis, establishing the importance of the methodology developed for the development of lexical

competence based on the formation of the motivational basis of teaching and its fundamental principles.

Prospects for future study of the problem identified in this research work, with the development of rational methods of organizing lexical material, the motivational basis of teaching a foreign language, including the lexicon of a foreign language; with the search for effective strategies and methods of working with the lexicon of a foreign language; Linguistics is related to the introduction to the theory and practice of foreign (English) language teaching in Higher Education Institutions.

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