

# Lexical Skills and Their Place in the Process of Teaching a Foreign Language



Arustamyan Yana, Usmonova Manzura, Yusupova Nigora, Umarova Nasiba, Muslimova Rano

**Abstract**— *the article analyses notion of lexical skills and process related to their effective usage. The lexical skill is an automated action for the choice of a lexical unit adequate to the plan and its correct combination with other units in productive speech and automated perception and association with meaning in receptive speech. Lexical skills are divided into receptive (in listening and reading) and productive (in speaking and writing). Productive lexical skills are understood as the skills of intuitively correct word usage and word formation in oral and written speech in accordance with situations and goals of communication. By receptive lexical skills are meant the skills of recognition and understanding when perceived by ear or when reading lexical phenomena. Thus, the lexical speech skill includes two main components: word usage and word formation (to correlate the visual / sound image of a word with semantics, to differentiate words that are similar in sound and spelling, to reveal the meaning of words using context, to recognize and understand the learned words and phrases in speech/ graphic text. In order to form lexical skills, the teacher needs to clearly understand the stages of work on lexical material. The process of introducing vocabulary begins with the presentation of the lexical unit and its explanation.*

**Key words:** *lexical skills, vocabulary, word, communication, productive, formation, oral and written speech.*

## I. INTRODUCTION

Lexical knowledge provides successful mastering the basics of all types of speech activity. Under lexical knowledge is understood not only a set of linguistic information about a foreign language word, but also knowledge of action programs with a word, i.e. specific strategies for dealing with a foreign language word.

Analysis of lexical skills of different types of speech activity shows that they have a certain hierarchical structure.

In these structural formations, it is possible to identify common, various and specific operations that form the basis of lexical skills. The set of such operations depends on the type of lexical skills, on the type of speech activity, where they function as semantic components.

One of the most important problems in teaching a foreign language is teaching vocabulary. This problem is still relevant and requires research.

The problem of teaching foreign language skills was studied by well-known methodologists Bim I.L., Galskova N.D., Gez N.I., Rogovoy G.V. and others. They note that this research problem has many unresolved theoretical and practical issues related to teaching a foreign language.

## II. METHODOLOGY

Vocabulary is the main building material of our speech; therefore, the role of vocabulary for mastering a foreign language is as important as the role of phonetics and grammar. Indeed, it is the vocabulary that conveys the immediate subject of thought by virtue of its nominative function, because penetrates into all spheres of life, helping to reflect not only real reality, but also imaginary. For a course of study in high school, students must learn the meaning and forms of lexical units and be able to use them in various situations of oral and written communication, i.e. to master the skills of lexical design of the generated text when speaking and writing, learn to understand lexical units by ear and by reading.

When speaking and writing, the following skills, abilities and knowledge are necessary;

- a) productive skills:
- choose the right words / phrases in accordance with the communicative intention;
  - correctly combine words in syntagmas and sentences;
  - own lexical-semantic and lexical-thematic associations;
  - combine new words with previously learned;
  - choose combat words and combine them with significant ones;
  - choose the right word from synonymous and antonymic oppositions;
  - make equivalent replacements;
  - own a mechanism for disseminating and reducing proposals;
  - adapt to the individual characteristics of the speaker, have a quick reaction, etc. ;
- b) receptive skills (listening, reading):
- correlate the sound / visual image of a word with semantics;

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- recognize and understand the learned words / phrases in the speech flow / graphic text;
- disclose the meaning of words using context;
- understand the meaning of words based on sound / graphic features (af-fixation, borrowed words, etc.);
- differentiate words similar in sound and spelling;
- own the mechanism of receptive combination;
- make wide use of forecasting and perception guidelines to create an attitude to perform certain activities with new (or previously acquired) lexical material, etc.

c) sociocultural knowledge and skills in the field of vocabulary:

- knowledge of equivalent vocabulary and the ability to understand it in texts (including using directories);
- knowledge of vocabulary denoting objects and objects of everyday life of the countries of the studied language (monetary units, measures of weight, length, time designation, road signs, etc.);
- knowledge of speech and etiquette formulas (features of the appeal of adults to children, schoolchildren to teachers, communication partners of different age and social groups) and the ability to build speech behavior in accordance with the norms of communication adopted in the country of the language being studied;

d) linguistic knowledge in the field of vocabulary:

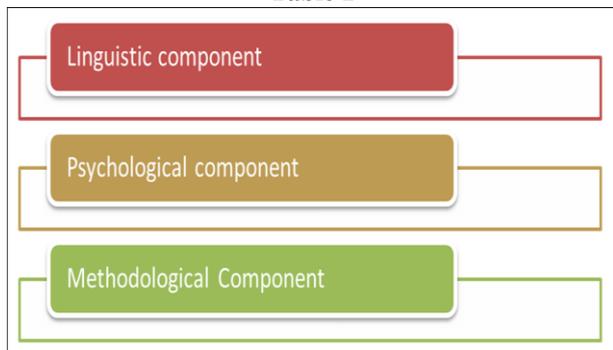
- knowledge of the rules of word formation of lexical units and their compatibility;
- knowledge of drill and service words as a means of communication in sentences and texts;
- knowledge of the etymology of individual words;
- knowledge of concepts, the meaning of which is expressed differently in different skills (Halperin P.Ya. 1959)

### III.RESULTS & DISCUSSIONS

By the content of teaching the lexical side of foreign speech we mean all that; on the basis of which the development of lexical skills will occur.

Rogova G.V. identifies three components of the content of learning vocabulary (Rogova GV, (1991):

**Table 1**



The linguistic component involves:

- a) lexical minimum;
- b) difficulties in mastering different types and types of words;
- c) subjects for oral speech and reading;
- d) lexical units with a cultural component;
- e) lexical knowledge.

The lexical minimum consists of an active lexical

minimum, a passive lexical minimum, a potential vocabulary.

An active (productive) dictionary is a lexical unit that students should use in oral speech to express their thoughts. Passive (receptive) vocabulary is a lexical unit that students must understand when reading and listening to foreign language speech. A potential vocabulary is a lexical unit, the meaning of which students can guess by the similarities with their native language, word-formation elements, based on context (Kolesnikova I.L., 2001).

The active dictionary is selected based on certain principles:

- frequency;
- prevalence;
- affiliation of words to topics recorded in programs;
- combinability of words;
- word-formation value;
- polysemy of a word;

All three types of lexical units are connected and constantly interact with each other.

To increase the effectiveness of teaching vocabulary, a differentiated approach to words is required. This approach is carried out on the basis of a methodological typology, which provides for the identification of difficulties in assimilation.

The methodological typology of linguistic material is understood as “the distribution of linguistic units by type or group, taking into account the similarities” of the difficulties of their assimilation” (Galskova N.D., Gez N.I. 2004).

There are different typologies of lexical units (R. Lado, S. V Kalinina, M. S Latushkina, A. A. Zalevskaya, M. A. Pedanova, N. V Nikolaev). The typology of N.V. Nikolaev was widely recognized. It is based on two criteria:

- 1) The ratio of the content and form of words in the native and foreign languages, taking into account possible interference;
- 2) Character of the word in the studied language.

Analysis of the lexical skills of different types of speech activity shows that they have a certain hierarchical structure. In these structural formations, one can distinguish general, various and specific operations, which form the basis of lexical skills. The set of such operations depends on the type of lexical skills, on the type of speech activity, where they function as semantic components.

Intellectual actions, through which knowledge of a foreign language is acquired, contribute to the mental development of students. On their basis, in addition, there is an accumulation of a certain fund of mental actions and techniques, which are so important at the conceptualization stage [36,245c.]. The conceptualization phase is the beginning of work on the word. Here primary (sensory) information about a foreign word is accumulated. Many methodologists and practice teachers underestimate the importance and importance of this type of information for the successful formation of the lexical foundations of different types and forms of speech.

Lexical creativity gives students an expression of originality and independence. In such an utterance, there are always elements of novelty in the presentation of thought, elements of verbal creativity in the construction of the utterance itself and in the use of lexical and other means of language.

In receptive types of lexical skills, the level of creativity is associated with the perception of words in texts, which leads to the fulfillment of another mental action - establishing the meaning of the lexical unit and the meaning of the listened (or read) text.

The formation of lexical skills is associated not only with the creative use of what has been learned, but also with the transfer of material to other operating conditions. This is a special cognitive ability of students that is universal in nature (Kolesnikova I.L., 2001).

With the growth of cognitive opportunities, an increase in the intellectual level of students' development, favorable conditions are created for improving speech skills and abilities, including lexical ones.

Along with the process of developing lexical skills of a productive and receptive nature, the formation of lexical competence occurs - the ability of students to determine the contextual meaning of a word, as they can identify in it a special, national characteristic of the culture of the people who speak in this language.

The lexical side of teaching a foreign language is of great importance, since the deficit of the vocabulary is manifested in all types of speech activity: students use constant vocabulary in speech and writing, and therefore speech or writing looks unnatural, devoid of lexical variation, due flexibility, which does not correspond to the age of students and accepted communication standards. With receptive types of speech activity, you can see a picture of students' misunderstanding of texts written in a foreign language, as well as foreign language speech.

An analysis of scientific sources allows us to state that work on lexical skills will proceed successfully if various technologies are used in the lessons.

#### IV.CONCLUSION

A theoretical study showed that the problem of the formation of lexical skills remains relevant and there are many problems requiring the attention of a teacher. As a result, it depends on how interesting and correctly the teacher will plan the work in this direction. A teacher must also have the ability to be creative. Its main task is to achieve full mastery by students of the programmatic lexical minimum and to secure in their memory an active and passive vocabulary. Thanks to innovative technologies, the process of mastering the lexical side of the language becomes more interesting.

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