The Specifics of Improving Lexical Competence in Teaching the English Language Course To Students of Tourism Faculties of The Republic of Uzbekistan

Mamaraimova Dildor Bakhtiyarovna
Lecturer, Termez State University

A B S T R A C T

Learning motivation is considered as a determining factor in the process of forming lexical competence. This is due to the fact that a change in the student's motivational sphere causes changes in his attitude to the learning process, and directly to the academic discipline. The studied subject, in the presence of motivation, becomes not just an object of study, but a means of satisfying the needs and interests of the student.

A R T I C L E I N F O

Article history:
Received 26 January 2022
Received in revised form
26 February 2022
Accepted 31 March 2022

Keywords: Motivation, tourism, vocabulary, learning, change.

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Researchers of the issue of motivation in the process of learning a foreign language point to the need for its constant stimulation and development. This is due to the artificial learning environment, which often leads to a significant decrease in one of the most important components of the motivational base of learning - communicative motivation. So, V.V. Ryzhov found that even in a linguistic university, communicative motivation is not among the priority motivational formations and significantly decreases from course to course.

The educational process of teaching foreign language vocabulary in the 2nd year of a linguistic university is characterized by a number of serious contradictions:

• between the goals, objectives of teaching foreign language vocabulary, fixed by the educational standard, the language teaching program in the 2nd year of a linguistic university and the low results of students;

• between the high importance of the motivational component in teaching a foreign language and the insufficient development of the motivational base of learning;

• between the volume of lexical units to be mastered and the traditional way of organizing lexical material, ineffective strategies and methods of work;

• between the need to create a solid lexical base and the absence of a special lexically directed system of exercises.

The process of developing lexical competence at the initial stage of education in a linguistic university will be effective if it is integrated with the optimization of the motivational base of education. Wherein:

- when working with lexico-semantic information, graphic organizers are used to ensure the formation of a foreign language lexicon in accordance with the fundamental principles of the cognitive nature of its structure and functioning;

- students master strategies (motivating, strategy of using graphic organizers, linguistic systematizing, probabilistic forecasting, compensatory, reflexive) and methods of working on foreign vocabulary that meet the goals and objectives of learning;

- in the educational process, a system of exercises is implemented that takes into account the communicative and cognitive needs and interests of students.

1. The process of developing the lexical competence of 2nd year students of a linguistic university is implemented in accordance with the following principles of teaching vocabulary: 1) communicative orientation of learning; 2) consciousness; 3) concentration in the presentation of lexical material; 4) learning in the relationship of all types of speech activity; 5) taking into account the system properties of lexical units; 6) stylistic differentiation; 7) reliance on the systemic organization of the internal lexicon; 8) reliance on socio-cultural knowledge; 9) a comprehensive solution of the main didactic and methodological tasks; 10) pedagogical professionalization; 11) creative mastery of vocabulary.

2. The choice of the target component of the learning system is determined by the fact that the formation of lexical competence is a necessary component of foreign language communicative competence of students. Lexical competence, being a multi-level systemic education, is due to the complex interaction of the student's personal qualities with the acquired lexical knowledge, skills and abilities, as well as the existing personal language and speech experience. Lexical competence as a complex and multifaceted ability is designed to provide students with: a) conscious perception of the interlocutor's statements; b) conscious expression of one's own thoughts, communicative intentions by means of the English language.

3. In the process of forming lexical competence, special educational strategies are used, such as: motivating; strategy for using graphic organizers; linguistic systematizing; probabilistic forecasting strategy; compensatory; reflexive. A motivating strategy and a strategy for using graphic organizers are indispensable components of all stages of work. The rationality of applying other strategies correlates with the gradual formation of lexical skills and work on lexical material.

4. The indicated principles, strategies and methods of working on vocabulary are implemented in a special system of exercises, which includes three subsystems: cognitive-associative; linguistic systematizing; cognitive and communicative. Subsystem I is designed to stimulate the motivational base of learning, update the existing knowledge of students to work with new lexical material, create new associative links with those already available within the lexicon. Subsystem II is aimed at mastering information about lexical units in full, its systematization and clarification. Subsystem III is aimed at improving speech lexical skills and abilities. The system of exercises includes control exercises that allow you to evaluate and correct the process of learning foreign vocabulary.

5. Diagnostic testing of the level of lexical competence of 2nd year students of a linguistic university showed an insufficient level of its formation. The results of the survey stated the dissatisfaction of the cognitive needs of students in the process of learning foreign vocabulary. Experimental training, conducted to solve these problems, allowed: a) to increase the level of educational motivation of students; b) systematize new lexical knowledge, connect them with the existing language and speech experience of students; c) increase the "automation", "flexibility" and "consciousness" of the lexical skills of students in the experimental group in comparison with students from the control group; d) successfully solve communicative tasks based on the studied vocabulary. The experimental learning data confirm the validity of the proposed research hypothesis.

CONCLUSION

The development of lexical competence in the process of teaching a foreign language is necessary for the formation of a multicultural linguistic personality. Vocabulary is the inventory, thanks to which the functioning of any kind of speech activity in the target language is possible. Lexical competence underlies the

formation of the 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 determined by the Program. In this regard, an attempt was made to find an alternative teaching method. In the process of the work carried out, it was possible to obtain the results, on the basis of which the following conclusions were drawn:

1. The level of development of the lexical competence of students of a linguistic university is due to the creation of a motivational base for learning through three interrelated components: personal-psychological, meaningful, procedural. In this work, special attention was paid to the procedural aspect - the accumulation of lexical knowledge, the formation of skills and abilities based on the cognitive processes of students.

2. The use of graphic organizers in the process of teaching foreign vocabulary contributes both to the effective assimilation of lexico-semantic information and to the development of the motivational base for learning.

3. To achieve the goals and objectives of teaching the vocabulary of a foreign language, students need to be taught special strategies and techniques that ensure communicative-cognitive assimilation of lexical material and actualization of the educational and cognitive needs of students.

4. Ensuring the effective development of lexical material is carried out through a lexically directed system of exercises designed to solve three interrelated tasks: a) cognitive; b) linguistic; c) speech. Operating with lexical knowledge, possession of skills is the basis for the formation of a system of stable and flexible lexical skills of various types of speech activity. This makes it possible to successfully solve communication problems. Language lexical knowledge ensures the functioning of lexical units in accordance with the norms of the language. The ability to solve communicative problems depends on either the success or failure of communication. Depending on the stage of solving the problem within the system of exercises, three subsystems have been identified that allow: a) updating the existing knowledge and educational and cognitive needs of students; b) provide a phased cognitive processing of educational material; c) apply the acquired knowledge in the process of solving communication problems.

5. Experimental learning proved the legitimacy and validity of the working hypothesis, confirming the importance of the developed methodology for the development of lexical competence based on the formation of a motivational base for learning and its fundamental principles.

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