

METHODOLOGY OF FORMATION OF FOREIGN LANGUAGE LEXICAL SKILLS IN SCHOOL

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***Annotation:** This article emphasizes the crucial role of vocabulary in language learning, highlights the practical necessity of vocabulary in everyday language use, from casual conversations to academic pursuits. Advocates for student-centered methodologies that empower learners to take ownership of their learning process.*

***Key words:** techniques, methods, brainstorming, intellectual activity.*

INTRODUCTION

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills like Reading comprehension, Listening comprehension, speaking, writing, spelling, and pronunciation. Vocabulary is the main tool for students to use English effectively. When he/she is confronted with a native English Speaker, when watching a movie or when listening to a favorite song, when reading a text or when writing a letter to a friend, students will always need to operate with words. The most popular methods are role plays, brainstorming, case study method, presentations and discussions. They develop communicative skills, logical thinking and different types of intellectual activity such as analysis, synthesis, comparison, and generalization. These student-centered methods are highly appropriate, particularly for involving students more actively in acquiring knowledge, skills and strategies.

The importance of teaching vocabulary in teaching language

Vocabulary acquisition has been recently a major focus of research studies in applied linguistics, especially in second and foreign languages. The

main challenge for scholars and language instructors is that learners learn new words, use them accurately in different context, familiarize with their pragmatic use, and retain them in their long-term memory.

This process allows learners to acquire the target language and the appropriate use of lexical items in different communicative situations. Regarding the use of language in a given context, it is essentially viewed as a system of meaning potential in which the lexicogrammatically system as a whole operates as the realization of the semantic system, which is what the speaker can mean and do at the same time.

The teacher has an essential role in helping students to improve vocabulary. Unfortunately, vocabulary teaching has not been enough responsive to such problems. If we look back in the past, we discover that for a long time, English used teaching approaches such as Direct Method and Audio-linguicism which emphasized the importance of teaching grammatical structures. Since the accent was on grammar, few words were introduced in such courses and most often, they were limited and related to the grammar structures taught.

Teaching the vocabulary learned at this stage to speech helps to strengthen the initial skills of using words in a particular communicative setting. The communicative backgrounds of the exercises proposed at this level consistently reveal the scope of application of the lexical units being studied, reflecting their communicative capabilities.

Learners must not only learn the language as an abstract system of vocal signs or as if it were a kind of grammar text with an accompanying dictionary, but it must be learned as a tool that allows learners to know what utterances are useful to communicate effectively, and know what utterance is or is not appropriate to use in a given context.

Vocabulary exercises for training the active ownership of vocabulary, suited to all levels of education are the following: create combinations of these disjointed words, fill in the blanks in the sentences or complete sentences in a number of words to emphasize the word with the opposite meaning, to answer

questions, using these words, call how generalizing word can bring together a group of words to write equivalents listened phrases, determine which part of speech are words (over every word to deliver the appropriate: adv — adverb, v — verb, n — noun, adj — adjective, and so on.)

Lexical games: “Association” (Take the word which the class learned long ago. Students are asked to provide all the words that are associated with it. The words are written on the board in the form of Word Web). “Remember new words” (board is divided into two parts. On one half the word is written, who had just learned and to remember. Students have to offer words of those they already know, which resemble to some extent the word you want to remember. These words are written to the other half of the board, and the new word is erased. It does this for as long as each of the new words will be replaced with the words-reminders. Now students have to remember, with some new words have been linked these words. New words are written on the board again, and the words reminder wiped)

Method of forming lexical skills at training English language

The formation of lexical abilities and skills while taking into consideration the information formally structural nature, knowledge of situational, social and contextual rules. Over the course of training on discipline «Foreign language» students should learn the meaning and form of lexical units and be able to use them in different situations of oral and written communication, learn to understand a lexical unit on listening and reading. It is well known that, in the exercise of speaking and writing must have the following skills, abilities and knowledge: – reproductive skills; – receptive skills (listening, reading); – socio-cultural knowledge and skills in the vocabulary; – linguistic knowledge of vocabulary [2]

Let’s look at the methods of formation of lexical skills of speech when teaching English and answer the following questions: How to teach words so that they are remembered and never disappeared after a month? What is the essence of lexical skill and how to determine the content of learning vocabulary? When

memorizing new lexical units' students should pay special attention to phrasal verbs where the preposition radically changes the meaning of the word, for example: get along, get up, get off, get by, etc. When you use phrasal verbs in speech is necessary to pay attention on those associations that the word invokes, its social implication. E.N. Solova proposes to consider the example of the word «moist», «damp» and «wet». They can all be translated into Russian as «wet» but one of them neutral, the other has a strong positive connotation, while the third is negative. You can say «pleasantly moist», but «pleasantly damp» sounds absurd. The words «notorious» and «famous» different Connotation, and interchangeability is almost impossible, though the word associated with the concept of fame. Speaking about the use of the word, we mean not only its connotation but also the management in the proposal. For example, the word «to like» can be used both with infinitive constructions «to like to do sth» and the gerund «to like doing smth», while its synonym «to enjoy» is used exclusively with the gerund. The verb «to climb» (climbing) requires direct control of the English language, and the verb «to listen» (listen) (compare: «to hear» (to hear)) is almost never used without the preposition «to», which is the opposite of the use of similar words in their native language. The use of the term also implies knowledge of the most typical collocations with other words, i.e. the so-called collocations («collocations»). So, nouns «decision» and «conclusion» require the use of different verbs (to decide, but to conclude). The word possession is an essential prerequisite of speaking, but the reproductive kinds of speech knowing only the meaning of the word is not enough; it performs no less important a possession of words and relationships education on the basis of their collocations.

The teaching of vocabulary is important because without vocabulary nothing can be conveyed. People need to use words to express themselves in the English language, most learners acknowledge the importance of vocabulary acquisition. This is why most of the words need to be taught so that there cannot be many problems as in communication due to a lack of vocabulary. Some other students might be confronted with the problem of forgetting the words

immediately after the teacher has elicited the meaning of the words or after looking at them in the dictionary and this also is caused by lack of vocabulary. The more words students learn, the easier the memorize them.

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Vocabulary helps students express themselves more precisely and sharpens communication skills it also requires students to cognitive academic language proficiency. When students learn more of 90-95% of the vocabulary words helps students to understand what other people are saying and what she/he is reading. Without a sufficient understanding of words, it's difficult for students to understand others or express their ideas. Teaching vocabulary is important across the curriculum from language arts and social studies to mathematics and science. By learning several words at the student's disposal of describing events or emotions, they can be that explicit when sharing ideas their ideas and opinions.

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