



TECHNOLOGY OF FORMATION OF FOREIGN LANGUAGE LEXICAL SKILLS

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Abstract. *This article highlights the peculiarities of teaching lexical skills in foreign language teaching. Lexical skills are considered the main components of language, through which other skills are acquired. In teaching lexical skills, it is necessary for the teacher to choose and apply pedagogical technologies based on the audience and language material, the purpose of the lesson. This article analyzes, among other things, the importance of developing lexical skills and the role of technology in teaching.*

Keywords. *foreign languages, lexical skills, teaching, technology, methodological, pedagogical, psychological, language materials, creative approach.*

Introduction. Researchers unanimously express the opinion that there is no absolutely correct and effective methodology for all learning conditions and come to the conclusion that it is necessary to combine different approaches, principles and elements of different methods, taking into account the specifics of learning, since what is effective in some conditions can have a completely opposite result. in other learning environments.

With the help of vocabulary, content is transmitted and perceived side of speech. Vocabulary is the main building material of our speech. Therefore, the role of vocabulary for mastering a foreign language is as great and important as the role of phonetics and grammar. After all, it is the vocabulary that conveys the direct subject of thought by virtue of its nominative function, since it penetrates into all spheres of life, helping to reflect not only the real reality, but also the imaginary one. In a living act of speech, lexical and grammatic ones are inseparable: grammar organizes vocabulary, as a result of which semantic units are formed - the basis of any speech activity. In this regard, work on the lexical side of speech in secondary educational institutions is given considerable attention.

Material and Methods. The connection with linguistics is important and necessary for the methodology. The subject of training is the training of speech activity on the material of the language. Linguistics, on the other hand, describes the main system properties of a particular language, formulates them in rules that are actively used by the methodology in the development of specific training models. The technique is closely related to psychology. The technique uses data from psychological science about the characteristics of perception when teaching a foreign language, the role of thinking and its connection with language, the ratio conscious and unconscious (a combination of voluntary and involuntary attention, awareness and imitation), the formation of skills and abilities, the motivation of educational activities, etc. In its provisions, the methodology is based on the research of L.S.Vygotsky, S.L.Rubinstein, A.N. Leontiev, in which the theory of activity is developed, in particular mental activity, draws on data on the problems of memory, the formation of speech skills, speech mechanisms, takes into account the theory of attitude, etc. A great contribution

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to the development of the methodology was made by scientists who devoted their works to the development of issues of teaching a foreign language. Based on general psychology, pedagogical psychology, the psychology of teaching a foreign language, the methodology draws on them data on the psychological characteristics of speech, on oral and written speech, external and internal.

Results. The main goal of working on vocabulary at school is the formation of lexical skills. In the State Standard and programs for educational institutions, the final and intermediate requirements for the possession of a lexical minimum. On the course, 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. mastering the vocabulary of generated text while speaking and writing and learn to understand lexical units for listening and reading. Knowledge of words is the most important prerequisite for speaking, and in reproductive types of speech activity, knowing only the meaning of a word is not enough; it is not here that the possession of verbal connections and the formation of the basis of the phrase on them play a lesser role.

To know a word means to know its forms, meaning and usage. Speaking about the forms of a word, they mean its sound form, without which it is impossible to correctly understand the word by ear and adequately voice it, as well as the graphic form, without which the word will not be recognized when reading and cannot be written. If the word has any features of the formation of grammatical forms, then this should also be reported to the trainees already at the familiarization stage in order to avoid errors in the subsequent use of this word. As far as meaning is concerned, English, like any other language, words can have multiple meanings. The volume of polysemantic words in the English language is high, as in no other. It is necessary to acquaint students with the most frequent of them.

Discussion. In addition to the meaning of the word, it is necessary to show its connotation, i.e. those the associations that this word causes, its social connotation, which is associated with the use of the word. It is at this stage that the formation of sociolinguistic and sociocultural competencies is possible. For example, the words "notorious" and "famous" have different connotations, making it almost impossible for them to be interchangeable, even though both words are associated with the notion of fame. Speaking about the use of a word, they mean not only its connotation, but also the control in the sentence. So, for example, the word "to want" can be used both with infinitive constructions "to want to do something" and with gerundial constructions "to want doing something", while its synonym "to enjoy" is used exclusively with the gerund.

There are three components of the content of teaching vocabulary: *linguistic, methodological* and *psychological*.

A lexical unit is a single word, a set phrase, an idiom. Their necessary set for solving speech problems, determined by the context of the activity of this age group of students, is the linguistic component of the content of teaching vocabulary at a particular stage of learning.

The methodological component of the content of teaching vocabulary includes the necessary explanations, memos and instructions on the use of dictionaries, the form of maintaining individual dictionaries and cards with new vocabulary, about ways to reorganize and systematize the studied vocabulary. These are the knowledge and skills that allow the student to work on vocabulary independently and regardless of external conditions.

The psychological component of the content of teaching vocabulary is associated with the problem of lexical skills and abilities.

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Conclusion. The work on the accumulation of the dictionary accompanies the entire learning process. At every second lesson, there should be an acquaintance with a new portion of words and work on its assimilation. Students need to arouse interest in careful work on the word, in the constant expansion of vocabulary. Specially designed tests allow you to determine the volume of the student's individual dictionary (thesaurus), to see the progress in filling the dictionary. The most convincing evidence of vocabulary proficiency is the ability to take part in oral communication form and reading. The efforts expended on the assimilation of words are determined by their specific properties, in particular, the coincidence/non-coincidence in the scope of meanings with the native language, belonging to an abstract/concrete concept, to a significant/functional word, and most importantly, "necessity" for expressing thoughts.

As experts-translators note, the specificity of the translator's work lies in the fact that he often has to deal with such subject areas, from which he is far away due to his humanitarian and linguistic education. That is why specialists in the field of translation training recommend constantly expanding their horizons, trying to as much as possible learn the special terminology associated with various branches of production and scientific knowledge. At the same time, special attention should be paid to knowledge of Uzbek/Russian terminology and understanding the essence of the processes being translated.

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