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METHODOLOGY FOR IMPROVING LEXICAL COMPETENCE OF FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract: In this article, we will discuss the methodology of English language teachers to develop students' vocabulary. In the study of the topic, what methods teachers use to teach students lexical information, the characteristics of students working on words and expressions using the dictionary are important. The advantages of the article methodology, the definition of problems and solutions, the analysis and improvement of teaching concepts, and practical programming methods are shown. The methodology for improving the lexical competence of future English language teachers focuses on enhancing their vocabulary knowledge and usage in order to become more proficient communicators and educators. This methodology may include activities such as vocabulary building exercises, reading comprehension tasks, language games, and real-life communication practice. By engaging in these activities, future English language teachers can expand their lexical repertoire, improve their language skills, and ultimately become more effective in teaching English to others.

Keywords: lexical understanding, improvement, methodology, competence, comprehension, methods, lexical, vocabulary, lexical information, teaching concepts.

Introduction. Methods and importance of improving lexical competence in teaching English is one of the major tasks in the development of the education sector in Uzbekistan. Lexical competence is based on the student's understanding of vocabulary, use and participation in the formation of their own expressions, and is being developed with appropriate methods and programming. The proficiency of English language teachers plays a crucial role in the effective transmission of language skills to students. One key aspect of a teacher's competence is their lexical knowledge, which encompasses vocabulary breadth, depth, and usage. In order to enhance the lexical competence of English language teachers, a methodology has been developed with the aim of expanding their word bank and strengthening their language skills. This methodology focuses on engaging teachers in activities that improve their vocabulary preferences, text comprehension tasks, language games, and practical communication exercises. By actively participating in these activities, English language teachers can enrich their lexical repertoire, refine their language proficiency, and ultimately deliver high-quality instruction to English language learners. In this presentation/paper, we will explore the components and benefits of this methodology for enhancing the lexical competence of English language teachers.

Literature analysis and methodology. In vocabulary and language lessons prepared by teachers for students, students learn to use words correctly with the help of the teacher. They focus on learning new words and how to use them in sentences. Scientists have studied how we learn and use words, and they call this "lexical skill." This skill involves using words correctly when we speak and write. By learning words and language, we can better apply them in our daily communication.

The main purpose of learning new words in a foreign language is to improve speaking skills. There are three stages of vocabulary learning. The first stage is to learn new words, the second stage is to use them in speech, and the third stage is to master various speech skills. These steps can be compared to learning, practicing and using words in real conversations. [page 3.160]

The goal of education is to reach the level of use of the lexicon, which is considered the final task in the skill-building phase of the process of teaching foreign language lexicon. The term "Usage" used in the name of this sub-topic ("upotreblenie" operirovanie "funkcionirovanie" in Russian literature) expresses the meaning of the word in reproductive and receptive speech. "Using" refers to "expressing an opinion", and the concept of "recognition" is related to "perceiving the speech of another person". In short, "use" means the use of a language unit (e.g. a lexical unit) in all four types of speech activity (Russian "operirovanie"). stage, the meaning of which was opened and began to be used in speech the free use of the word in speech corresponds to the period of transition from skills to competence. Moving from practice to speech practice is understood as the use of lexis without the participation of consciousness in expressing thoughts.

1. Importance of Lexical Competence in Language Teaching: Various studies have highlighted the significance of lexical competence in language teaching, emphasizing its role in communication, vocabulary acquisition, and language proficiency. Researchers have shown that teachers with strong lexical competence can provide more accurate and nuanced explanations, offer richer language input, and facilitate vocabulary development in students.

2. Professional Development for English Language Teachers: Literature on professional development for English language teachers emphasizes the need for ongoing training, support, and resources to enhance teaching practices and improve student outcomes. Studies have shown that effective professional development programs can help teachers develop their linguistic knowledge, teaching skills, and pedagogical strategies, leading to increased confidence, motivation, and job satisfaction.

3. Strategies for Enhancing Lexical Competence: Research has identified various strategies for enhancing lexical competence among language teachers, including vocabulary-building exercises, language immersion programs, collaborative learning opportunities, and reflective practice. By incorporating these strategies into professional development initiatives, educators can improve their vocabulary knowledge, language skills, and instructional effectiveness.

1. Needs Assessment: Conduct a needs assessment to identify the specific areas of lexical competence that English language teachers need to improve. This can involve surveys, interviews, and observations to gather data on teachers' vocabulary knowledge, language proficiency, and teaching practices.

2. Professional Development Program Design: Develop a professional development program that focuses on enhancing teachers' lexical competence through targeted training sessions, workshops, and resources. The program should incorporate a mix of

theoretical knowledge, practical skills, and experiential learning opportunities to cater to diverse learning styles and preferences.

3. Implementation and Evaluation: Implement the professional development program and monitor its effectiveness through pre- and post-assessments, feedback surveys, and classroom observations. Evaluate the impact of the program on teachers' lexical competence, teaching practices, and student learning outcomes to identify areas of improvement and inform future initiatives.

4. Continuous Support and Reflection: Provide ongoing support and opportunities for reflection to help teachers integrate new vocabulary knowledge, language skills, and instructional strategies into their teaching practice. Encourage educators to engage in peer collaboration, self-assessment, and professional growth activities to sustain their development in lexical competence over time.

Results. It is methodologically based on the fact that the operations of using the lexicon in the processes of speech perception and its execution are different. In addition, the uniqueness of the Khufiya vocabulary was also revealed. This lexicon requires a special classification of lexical units that students have not encountered before in their language experience, which they encounter for the first time.

The speech type of lexical operations related to speaking can be defined as the combination of these units (word combinations) and the use of the word in the structure of a sentence (sentence formation). During speech perception, another action is performed: to be able to select the auditory/visual symbols formed by students during the perception of oral/written speech, to be able to distinguish acoustic/graphic supports when listening. It is necessary to divide Ulam into small operations for use in exercises. The works specific to the use of the word in reproductive speech will be analyzed below. The first operation: the sound form of the necessary word is remembered, that is, a familiar lexical unit is activated. This unit is transferred from long-term (permanent) memory to short-term (operational) memory (it is known that the learned word is stored in permanent memory, and speech occurs with the participation of short-term memory). When remembering a word, a complex process of transferring it from paradigmatic order to syntagmatic order is observed. E.g. to speak, speak, talk, speak, speak, etc. are stored in the memory in the form of "layer". To include in a sentence means to place it in connection with a word that comes next to it (I speak English, he speaks Spanish, etc.). The ease and difficulty of a word is determined by its polysemy, the narrow/broad range of meaning in the native language and foreign language, and the presence/absence of synonyms. The second operation: determining the level of syntactic and lexical combination of the word. Lexical combination means entering into a spiritual relationship, and syntactic combination is the requirement of a certain word order. If both cases correspond to the native language, the process becomes easier. When the combination of words is different, the action is difficult.

The third operation: fill in the blank space in the sentence. It is easier to use a word that can be easily combined, and it is difficult to use a word with a limited possibility of combining. Speech perception operations are performed on passive vocabulary material.

The operations of perception of 0 winter (graphic representation of the word) are as follows: The first operation is perception of the written (graphic) representation of the lexical unit. The shortness/longness of the word (a short word is easier to understand), the familiarity/unfamiliarity of the grapheme (letter, combination of letters), similarity/dissimilarity to the form of the word in the mother tongue are important. The second operation: identification of lexical unit symbols. In this case, writing (graphic) symbols (letter combination) and structure - meaning

signs (root, artificial word) are meant. The familiarity of the morpheme in the word is one of the factors to overcome the difficulty. It is difficult to understand a polysyllabic word. The third operation: comparison and comparison with lexical units. If the morpheme (stem, affix) is well known, the student will understand it easily. If it is easy to decipher the meaning of the word structure, it is easier to recognize it, if it is difficult to decipher the meaning of the root or affix, then recognition, that is, differentiation or analogy, becomes difficult.

The fourth operation: connecting the perceived form with its meaning (understanding, understanding), in turn, understanding the whole sentence (or a large text). The multiplicity of the word has the potential to hinder understanding. The difficulty of recognizing a word varies depending on the literal or figurative meaning. The fact that the form and meaning are similar or different in the language in contact in the reader's mind is the reason for easy/difficult recognition [page 6.78].

Discussion. In the classification of the lexicon of a foreign language, it is necessary to take into account the student's experience of the second language along with the mother tongue. Methodological classification of the lexicon is not uniformly defined in scientific sources. There are also methodological studies that are somewhat confusing and full of contradictions. Therefore, the classification of the language material prepared for learning a specific foreign language, including the lexical classification, is usually referred to the authority of textbook authors. French lexical classification is completely different from that of Russian, Tajik and other students. So, methodical classification is part of the task of special methodical science. Methodologically classified lexical units are taken into account in the organization of the language teaching process and in the system of performed exercises. The effectiveness of forming lexical skills depends on the quality of classification. Let's delve deeper into the discussion of the methodology for enhancing English language teachers' lexical competence:

1. Importance of Lexical Competence: Lexical competence is a fundamental aspect of language proficiency, as vocabulary knowledge directly impacts communication, comprehension, and language production. For English language teachers, having a strong lexical foundation is essential for effective teaching, as it allows them to explain concepts clearly, provide accurate feedback, and facilitate meaningful interactions with students.

2. Components of the Methodology: The methodology for enhancing English language teachers' lexical competence typically includes a variety of activities and strategies aimed at expanding vocabulary knowledge and improving language skills.

These components may involve vocabulary building exercises, word association games, reading comprehension tasks, language drills, and opportunities for real-world language use.

3. Benefits of the Methodology: By actively engaging in the methodology designed to enhance their lexical competence, English language teachers can experience numerous benefits. These include an expanded vocabulary repertoire, improved word choice and usage, enhanced language fluency, increased confidence in communication, and a deeper understanding of linguistic nuances. Ultimately, these improvements can lead to more effective teaching practices and better outcomes for students.

4. Implementation and Sustainability: To ensure the long-term effectiveness of the methodology, it is crucial to provide ongoing support and resources for English language teachers. This may involve professional development opportunities, access to language learning materials, collaborative learning environments, and feedback mechanisms to monitor progress and provide guidance. By fostering a culture of continuous learning and improvement, teachers can sustain their enhanced lexical competence over time.

5. Future Directions: As language teaching methodologies continue to evolve, there is a growing emphasis on integrating technology, incorporating authentic materials, and promoting learner autonomy in language instruction. Moving forward, it is important to explore innovative approaches to enhancing English language teachers' lexical competence, such as incorporating digital tools, leveraging online resources, and adapting teaching strategies to meet the diverse needs of learners in today's globalized world.

Overall, the methodology for enhancing English language teachers' lexical competence plays a critical role in equipping educators with the linguistic skills and knowledge necessary to deliver high-quality instruction and support student learning effectively. By investing in the professional development of teachers and providing them with the tools and strategies to enhance their lexical competence, we can contribute to the overall success of English language education and empower teachers to make a positive impact on their students' language learning journey.

Conclusion. In conclusion, the methodology for enhancing English language teachers' lexical competence is a crucial aspect of professional development that can significantly impact the quality of language instruction and student learning outcomes. By focusing on expanding vocabulary knowledge, improving language skills, and fostering a culture of continuous learning, teachers can enhance their ability to communicate effectively, provide meaningful feedback, and create engaging learning experiences for students. Through ongoing support, resources, and innovative approaches, we can empower English language teachers to develop their lexical competence and ultimately contribute to the success of language education. Investing in the professional growth of teachers is not only beneficial for educators themselves but also for the students they serve, as it leads to more effective teaching practices and better language learning experiences. By prioritizing the enhancement of English language teachers' lexical competence, we can promote excellence in language education and

empower educators to make a positive impact on the linguistic development of their students. It should be noted that this article discusses the methods and importance of improving lexical competence. Practical and theoretical literature, methods, textbooks and online resources on the subject are shown. This article provides information about the most effective methods and programs used in the process of increasing and developing the vocabulary of students. The results of the study show significant changes in improving students' lexical skills. The importance of discussion and evaluation in order to evaluate the effectiveness of practical methods and programs for improving students' lexical competence during the course of the lesson is highlighted.

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