

METHODS OF FORMING THE LEXICAL COMPETENCE BASED ON PHRASEOLOGICAL UNITS

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Abstract: *the article is devoted to the problems of teaching phraseological units of the English language. Practical goals of studying vocabulary and phraseology - the formation of educational and language lexicological and phraseological skills - contributes to the creation of prerequisites for working in English in various areas: in spelling and grammar, enriching the vocabulary of students. In turn, we also consider lexical competence as the ability to determine the contextual meaning of a word, the structure of meaning, especially the national meaning of the word, to compare the volume of meanings in two languages.*

Keywords: *competency, lexis, phraseological unit, vocabulary, means.*

МЕТОДЫ ФОРМИРОВАНИЯ ЛЕКСИЧЕСКОЙ КОМПЕТЕНТНОСТИ НА ОСНОВЕ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ Джуманазаров У.У. (Республика Узбекистан)

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Аннотация: *статья посвящена проблемам обучения фразеологическим единицам английского языка. Практические цели изучения лексики и фразеологии - формирование учебно-языковых лексикологических и фразеологических умений - способствуют созданию предпосылок для работы по английскому языку в различных направлениях: по орфографии и грамматике, по обогащению словарного запаса учащихся. В свою очередь, мы также рассматриваем лексическую компетенцию как способность определять контекстуальный смысл слова, структуру значения, в особенности национальную по смыслу слова, для сравнения объема значений на двух языках.*

Ключевые слова: *компетенция, лексика, фразеологическая единица, словарный запас, средство.*

The aim of foreign language teaching is the formation of speech skills, however, the language being studied becomes a new and original source of information. In this case, the trainee not only receives, but also transfers it, using the language as not only a talker, but also a cognize (owner of information). In the course of practical study of the language, the learner is engaged not so much in the accumulation of linguistic knowledge as in the increase of speech and cultural skills (competences). A foreign language is studied on the basis of communicative activity, an integrative, person-centered approach aimed at mastering competences.

Achieving a high level of development of lexical competence is manifested in the fact that a person easily uses a sufficiently large lexical stock both in direct and indirect communication, using phraseological phrases, proverbs, sayings typical for speech of native speakers. We can supplement the definition of lexical competence, including in the list of characteristics, the confident knowledge and use of the polysemy of the language being studied, the different contexts of using lexical units, idiomatic, slang, humorous expressions and culturally marked vocabulary. In turn, we also consider lexical competence as the ability to determine the contextual meaning of a word, the structure of meaning, specifically national in the meaning of a word, to compare the volume of meanings in two languages. Nevertheless, despite the diversity of the definitions presented, this concept would be incomplete if it included only lexical knowledge, skills and abilities, so, of course, lexical competence, being a complex structural formation, also includes language, speech experience and personal qualities of trainees. Foreign language competence of the learner turns out to be the linguistic basis of his communicative competence. They can be considered as a dynamic unity: lexical competence develops in the process of communicative activity of the individual, and communicative competence is improved as lexical competence develops - that is, their development is interdependent, which should be reflected in the applied methodology of teaching a foreign language.

Lexical and phraseological skills are formed with the help of special exercises:

- common in the study of each lexical concept;
- private, specific for each lexical phenomenon.

Let us dwell on general exercises:

- finding the lexical phenomenon studied among words in a phrase, in a sentence or in a coherent text (on the model and without it).

To perform this exercise, students must know the distinctive features of each of the lexical phenomena; - selection of examples illustrating the lexical phenomenon being studied.

Words for this exercise students are selected either from printed sources (textbooks, dictionaries, newspapers), or from memory; - definition of the role of the studied lexical phenomenon in the text.

With the help of this exercise, conditions are created not only for fixing the functional properties of the lexical phenomena studied, but also for understanding the expressive means in the studied works of art; - grouping of studied lexical phenomena.

To perform this exercise, students need to prepare, establishing a single basis for dividing words into groups; - finding and correcting lexical errors. The material for this exercise is groupings of lexical phenomena composed not on the same basis, or groupings compiled by the students themselves with errors. The methodology of vocabulary and phraseology, as well as in other sections of the methodology for studying a foreign language, uses didactic principles (visibility, consciousness and activity, accessibility and feasibility, systematic and consistent, strength, the connection theory and practice, scientific) and special principles arising from the characteristics studied lexical and phraseological phenomena [3, 76].

When teaching phraseological units the following teaching aids are used: a textbook; tables and handouts; cards; filmstrips and transparencies; explanatory dictionaries. In general, they constitute the necessary complex. Only their combined application by the teacher is capable of ensuring the realization of the tasks posed in connection with the study of phraseological units [1, 95].

As a result of studying the vocabulary, students should be able to: interpret the lexical meanings of known words; learn the lexical meaning of the word in which it is used in the context (in the phrase, sentence, text); find phraseological units in the text; in certain cases, determine the expressive role in the texts of different styles of phraseological units; use the phraseological units studied in necessary cases. To monitor the mastery of the above knowledge and master these skills it is necessary to use both oral and written forms of verification [2, 15].

When you repeat what you've gone through at the end of the year, you check the students' knowledge of phraseological phenomena, their connection with each other and non-lexical material, and also the level of language and language skills. Educational and language skills are checked in the lexical analysis of the text, in the course of which students find certain lexical and phraseological phenomena in it and justify their answer.

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