



## FORMATION OF STUDENTS' SYSTEM OF LEXICAL COMPETENCE

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**Summary:** *The key to the communication between people is in their striving to understand each other. Each culture is formed in accordance with its basic characteristics, one of which is the language. Successful mastering of a language is facilitated not only by good memory, language aptitude, etc., but also by friendship between completely different people. The richness of any language is made up by its lexical and phraseological fund accumulated during many centuries and reflecting the peculiarities of life and household, traditions and people's worldview.*

**Key words:** *sociocultural background, cross-cultural communication, verbal and non-verbal communication, language aptitude, cultural difference.*

**Rezyume:** *Odamlar o'rtasidagi muloqotning kaliti ularning bir-birini tushunishga intilishidadir. Har bir madaniyat o'zining asosiy xususiyatlariga muvofiq shakllanadi, ulardan biri tildir. Tilni muvaffaqiyatli o'zlashtirishga nafaqat yaxshi xotira, til qobiliyati va boshqalar, balki butunlay boshqa odamlar o'rtasidagi do'stlik ham yordam beradi. Har qanday tilning boyligi uning ko'p asrlar davomida to'plangan, turmush va uy xo'jaligining o'ziga xos xususiyatlarini, urf-odatlari va odamlarning dunyoqarashini aks ettiruvchi leksik va frazeologik fondidan iboratdir.*

**Kalit so'zlar:** *ijtimoiy-madaniy muhit, madaniyatlararo muloqot, og'zaki va og'zaki bo'lmagan muloqot, til qobiliyati, madaniy farq.*

**Резюме:** *Ключом к общению между людьми является их стремление понять друг друга. Каждая культура формируется в соответствии со своими основными характеристиками, одной из которых является язык. Успешному овладению языком способствуют не только хорошая память, способности к языку и т. д., но и дружба между совершенно разными людьми. Богатство любого языка составляет его лексический и фразеологический фонд, накопленный на протяжении многих веков и отражающий особенности быта и быта, традиции и мировоззрение народа.*



*Ключевые слова:* социокультурный фон, межкультурное общение, вербальное и невербальное общение, языковые способности, культурные различия

## Introduction

Language is not only a system of signs. It is also a historically developed form of the people's culture. Cultivated speech has always helped people achieve understanding both in production activities, and in spiritual communication. In order to master a foreign language, one should understand that native speakers of the language learnt are also bearers of a foreign culture. One should learn to communicate with such natives within the framework of their culture, and to be exact, master the cross-cultural communication. Cross-cultural communication is a process of verbal and non-verbal communication between natives speaking different languages and bearing different cultures. Cross-cultural communication ensuring mutual understanding between the speakers requires from the people, mastering a foreign language communicative activity, sufficient background knowledge, sociocultural background, within the context of which the language learnt exists [1, P.57]. The key to the communication between people is in their striving to understand each other. Each culture is formed in accordance with its basic characteristics, one of which is the language. According to S.G. Ter-Minasova, by learning one foreign word a person kind of extracts a piece of a puzzle from a strange picture, not completely known to him yet, and tries to reconcile it with the picture of the world existing in his consciousness, which has been set by his native language [2, P.148].

## Methods

When creating students' communicative competence, a teacher has to simultaneously form their sociocultural competence, building a new world picture which does not always coincide with the native one. When starting classes, a teacher shall define what information about the country will be necessary for foreign students for proper understanding of what is written or heard; what information is to be brought to their attention in order to satisfy their cognitive curiosity; in what sequence shall such material be better offered to the students during the whole teaching process and in each class. Students are divided into language groups with regard for the specialty chosen by them, as many of them intend to proceed with training at the universities of Uzbekistan, as well as based on the entrance tests results. Students are united into international groups with no regard for their native language. Certainly, it has its own advantages, as the students do not only learn English, but also get acquainted with the representatives of another culture. Under such conditions, high responsibility rests on the teacher of English as a foreign language: to create, in the course of teaching process, all



conditions required for mastering the language successfully. Student groups include people of different age and education level, who have come from different countries, and the relationships established between them will determine their success, achievements and mistakes.

Earlier, teaching a foreign language has a great practical effect in terms of improving the quality of first foreign language, creating a basis for continuing its study in the main school, and also opens up opportunities for learning the second, third foreign languages, the need for possession of which is becoming more evident.

The educational and informative value of early learning of a foreign language is undeniable, which manifests itself in the child's earlier entry into the universal culture through communication in a new language for him. At the same time, a constant appeal to the child's experience, taking into account his mentality, his perception of reality, allows children to better understand the phenomena of their own national culture in comparison with the culture of the countries of the studied language.

Updating the content of teaching foreign languages is manifested in the fact that the selection of subjects and problems of foreign-language communication is oriented to the real interests and needs of modern schoolchildren, taking into account different age groups, to strengthen the detailed character of teaching in general.

Particular attention in selecting the content of teaching foreign languages is given to sociocultural knowledge and skills that allow students to adequately represent their country's culture in the process of foreign-language communication [3,P.115].

## **Results and discussions**

Successful mastering of a language is facilitated not only by good memory, language aptitude, etc., but also by friendship between completely different people. The richness of any language is made up by its lexical and phraseological fund accumulated during many centuries and reflecting the peculiarities of life and household, traditions and people's worldview. Folk wisdom is an international phenomenon. It often appears that a proverb from the student's native language has almost the same sense that the proverb suggested by the teacher, and comparing two phrases of similar meaning gives a good reason for talking about the customs of two countries. Proverbs, sayings, phraseological units are easily remembered and influence the behavior and the inward of a person. However, the proverbs and sayings suggested to foreign students shall be subject to strict selection. Their relevance, frequency of use, educational and methodological expediency shall be



regarded. Based on the above, at the lessons of English, teachers shall introduce foreign students to the proverbs, sayings, phraseological units which can tell about the traditions and customs, about household, human nature and emotions. Understanding between people can be achieved only when students do not only master language knowledge and skills, but also when they familiarize themselves with the culture of other nations. For instance, when having a class with Karakalpak students, one should remember that, when, for example, explaining the idiom “a hot potato” (“issi kartoshka” – ticklish question), a linguo-cross-cultural comment shall be provided. Such comment shall explain the figurative meaning of this language unit and emphasize the total absence of its relation to the “vegetable”. Such comment is not required when teaching students from Europe, America and most of other countries. When teaching English as a foreign language, the integration of the culture requires its study on a comparative basis, when one culture meets another one and, as a result, its specificity shows up. It is clear that culture can act as both a means of communication and a means of separation. Separation takes place in the event when the partners participating in the communication do not understand the specific peculiarities on verbal and non-verbal behavior, and the cultural difference between them is too big. In order to ensure the possibility of communicating, a teacher should select such material for the classes which would contribute to understanding the traits of the national lifestyle better. However, a teacher should not forget that foreign students can take rare facts for frequent ones, occasional facts – for common ones. The teaching process shall be organized with account for the students’ native language and culture. Knowing the native culture of the students taught allows the teacher to predict possible cases of inappropriate behavior of the students when communicating in English. Such cases can be brought about by misunderstanding of certain local life realia. Thus, the teacher is able to take measures for preventing cross-cultural interference. Besides, knowing the students’ native culture effects the teacher’s behavior, who shall behave in such a way as not to hurt the students’ national dignity.

At the first stage (in II - IV classes) the following goals are realized:

- Encourage early involvement of younger students in a new language space for them at an age when children do not yet experience psychological barriers to using a foreign language as a means of communication; to form children's readiness for communication in a foreign language and a positive attitude towards further study of it;



- To form elementary communicative skills in four types of speech activity (speaking, listening, reading, writing), taking into account the speech capabilities and needs of junior schoolchildren;
- To familiarize younger schoolchildren with the world of foreign peers, with foreign song, poetic and fabulous folklore and with samples of children's fiction available to children in the language of instruction;
- Bring the children to a new social experience using a foreign language by expanding the range of playing social roles in game situations, typical of the family view of the most common features of speech interaction in native and foreign languages, the rights and customs of the countries of the language being studied that meet the interests of younger schoolchildren;
- To formulate some universal linguistic concepts, observed in native and foreign languages, developing intellectual, speech and cognitive abilities of students.

Earlier, the study of foreign languages offers students the opportunity to:

- Understand by ear the speech of the teacher, classmates, the main content of lightweight texts based on visual visibility and language conjecture;
- Participate in dialogical communication; conduct etiquette dialogue and an elementary two-way dialogue - interrogation in a limited range of situations of everyday communication;
- Briefly speak on topics for primary school, play by heart the familiar rhymed works of children's folklore;
- To master the technique of reading aloud: to read to oneself educational and facilitated authentic texts, using, using the methods of familiarization and learning reading;
- Write a multiple congratulation and personal letter (based on the sample), fill out a simple questionnaire about yourself;
- Correctly pronounce and distinguish by ear the sounds, words, phrases and sentences of a foreign language: observe the intonation of the main types of the sentence;
- To master the most common vocabulary within the framework of the subject the initial stage, to master a productive lexical minimum in the volume of at least 500 lexical units. The total volume of vocabulary, including the receptive lexical minimum, is at least 600 lexical units;
- Get an idea of the basic grammatical categories of the language being studied, recognize the learned vocabulary and grammar in reading and listening, and use them in oral communication;



- To master elementary information about the country of the studied language [4, P.48].

Non-linguistic students are subject to more frequent screening. As a rule, they can not tell about themselves. Telling about a family is a cliché, text retelling – learning of certain phrases by heart. They like to read texts out loud and in unison. Instead, they enjoy telling about their centuries-old culture. They like it very much when students from other countries show interest to their country, traditions and customs. Students are pleased to do written tasks; their favorite table-top book is a dictionary. They prefer to look up each word in a dictionary, to find out the accurate translation. They typically make friends with their countrymen, though they also get on well with other students as they are quite tactful. Therefore, the problem of cross-cultural communication in teaching English as a foreign language cannot be solved easily for the representatives of every region have their own peculiarities, disregard to which does not allow to organize the teaching process properly. A teacher plays the leading role here. In order to provide students with relevant knowledge, a teacher is not only to be a competent specialist, but also a good actor and a sophisticated diplomat. For foreign students involved in cross-cultural communication, starting from its first stages, there appears a tendency for a “two-culture dialogue” – a native culture and a studied culture. Foreign students get information about different aspects of the life in the country of the language learnt. Having no knowledge about the country, its traditions and customs, it will be problematic for a foreign student to perceive the language learnt. Discrepancies between the native and the studied realities result in the occurrence of mistakes like “universitetke jaziliw” (“get enrolled in the University”), “aptekadan qalem aliw” (“to buy pencils at a drugstore”) and other mistakes, as the students transfer the facts of their native culture to the foreign culture [5, P.246].

A teacher of English as foreign languages shall understand that foreign students already have fully formed ideas of their people and other peoples. Therefore, it is crucial to teach them to see differences between cultures, catch peculiarities of other culture and overcome stereotypes.

## **Conclusion**

When teaching English as foreign languages, one should remember the teaching process will be more effective if foreign students know the culture of the country, the language of which they are learning. Having come to a foreign country, foreign students do not only learn the language the local population is speaking, but also join national values, learn to understand basic features of the national character, as well as the peculiarities of the natives’ view of life. In today’s teaching environment, when one group includes representatives of



different countries, who have their own peculiarities of national character and thinking, the issue of cross-cultural communication is of key importance. In this respect, a teacher shall teach students to respect the uniqueness of each culture, to be tolerant to differing behavior of the students from other countries and to be flexible in their response. Common interaction standards shall be worked out. Such standards shall take into consideration traditions and customs of the country the language of which is learnt. The real conditions of cross-cultural communication allow to introduce students to cross-cultural dialogue, form their sociocultural behavior and attitude to the world. Vocabulary occupies a special place in teaching Russian and Kazakh to foreign students, as, when combined with grammar and phonetics, it allows to conduct oral and written communication. Teaching of vocabulary includes several aspects of the teaching content: linguistic, methodological and psychological. Teaching of vocabulary constitutes a process which is inextricably connected with understanding the relations between new words, as well as phonetic and grammar aspect of the language [6, P.73].

Simultaneous learning of two languages complicates the tasks set to the students, but, on the other hand, it simplifies the process. The complexity is in the scope of vocabulary to be remembered, as well as in the differences between grammar structures used in English. The simplification is in the fact that students are fully aware that lexical competence is formed gradually, and that every language has its lexical base required at the initial stage, and that such base is to be developed for mastering this or that language.

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