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## PSYCHOLOGICAL FACTORS INFLUENCING THE FORMATION OF LEXICAL SKILLS

**Kaipbergenova Feruza Tulebergenovna**  
*PhD in Pedagogics, Head of Foreign languages department, Nukus State Pedagogical Institute, Uzbekistan*  
kaipbergenova1991@gmail.com

**Rezyume:** Leksik mashqlarni bajarish jarayonida leksik ko'nikmalarni shakllantirish samaradorligi bir qator omillar va xususiyatlar bilan belgilanadi. Leksik malakani shakllantirish vositasi mashqdir. Leksik birlik bilan operatsiyalar tarkibini aniqlash ularni mustahkamlashga, ya'ni leksik ko'nikmalarni shakllantirishga qaratilgan leksik mashqlarning asosiy turlari va turlarini tanlashga yordam beradi. Nutq mexanizmining leksik aloqasi ishlashi uchun leksik mashqlarning butun tizimi kerak.

**Kalit so'zlar:** Psixologik moslashuv, o'z vaqtida, o'quv jarayoni, nutq faoliyati, ratsional hajm, aqliy harakatlar, vizual-majoziy xotira

**Summary:** The effectiveness of the formation of lexical skills in the process of performing lexical exercises is determined by a number of factors and features. The means of forming a lexical skill is an exercise. Determining the composition of operations with a lexical unit helps to select the main types and types of lexical exercises aimed at their consolidation, i.e. on the formation of lexical skills. For the functioning of the lexical link of the mechanism of speech, a whole system of lexical exercises is needed.

**Key words:** Psychological adaption, timely manner, learning process, speech activity, rational volume, mental actions, visual-figurative memory

**Резюме:** Эффективность формирования лексических навыков в процессе выполнения лексических упражнений определяется рядом факторов и особенностей. Средством формирования лексического навыка является упражнение. Определение состава операций с лексической единицей помогает выделить основные виды и виды лексических упражнений, направленных на их закрепление, т. е. на формирование лексических навыков. Для функционирования лексического звена механизма речи необходима целая система лексических упражнений.

**Ключевые слова:** Психологическая адаптация, своевременность, процесс обучения, речевая деятельность, рациональный объем, ментальные действия, зрительно-образная память

### INTRODUCTION.

A foreign language, as a subject that contributes to the development of a communicative culture and expands the cognitive abilities of students, is proposed to be studied at all levels of education at school, including primary. It is recognized that early learning a foreign language creates the conditions for early communicative and psychological adaptation of younger students to a new language world, helps to overcome psychological barriers in the use of a foreign language as a means of communication in the future, introduces children to new social experience by expanding the played social roles in games. Situations of



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family and school communication, forms students' readiness and ability to communicate in a foreign language, taking into account their speech capabilities and needs [1:710].

One of the conditions for successful communication in a foreign language at an accessible level is well-formed lexical skills and grammatical skills, which are an important component of the content of teaching a foreign language.

Practice shows that approximately by the middle of training, the problem of increasing the effectiveness of teaching vocabulary and grammar arises. This is due to the fact that students accumulate a certain lexical and grammatical stock, it becomes more and more difficult for them to memorize new words and keep them in memory. The process of forgetting lexical grammatical units begins. In this regard, the quality of speech (both oral and written) suffers, since it is directly dependent on the formed lexical grammatical skills. In addition, the expanding range of communication situations requires a greater volume of lexical units and stronger lexical and grammatical skills [2:366].

Thus, there is a growing need to increase the vocabulary of students, better memorization and preservation of lexical grammatical units in the memory of each student and the organization of more intensive training in their use in order for students to create independent speech works.

## **METHODS.**

The generally accepted thesis is that the success of students in higher education institutions is associated with such factors as the level of pre-university training, individual abilities, the ability to plan and control their educational activities, and the level of qualification of the teaching staff of the university. Another group of factors traditionally includes the state of health of the student, the financial situation of his family, the influence of the family on the choice of a university. All these factors undoubtedly influence, directly or indirectly, the student's learning outcomes and, presumably, success in professional activities [3:330].

The effectiveness of the formation of lexical skills in the process of performing lexical exercises is determined by a number of factors and features. The means of forming a lexical skill is an exercise [4:178]. Determining the composition of operations with a lexical unit helps to select the main types and types of lexical exercises aimed at their consolidation, i.e. on the formation of lexical skills. For the functioning of the lexical link of the mechanism of speech, a whole system of lexical exercises is needed. Before creating a system of exercises,



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let's see how and to what extent psychological factors and characteristics will be taken into account when teaching students vocabulary.

As noted in psychology, the effectiveness of developing a skill as a result of exercises is determined by many factors, among which the following are of particular interest to us:

- 1) knowledge of the results, the delay in the communication of which to the student is inversely proportional to the effectiveness of the training;
- 2) the factor of influence of previously acquired knowledge and developed skills;
- 3) a variety of training conditions, which is expressed in the necessary variation in the volume, order and conditions for the presentation of training material.

Compliance with the first factor requires immediate communication of the results of each action to each student. When learning, it is very important to correct errors in a timely manner. If mistakes are not corrected, they are fixed in the minds of students [5:157].

According to the second factor, lexical skills will influence the further learning process, including the quality of both oral and written speech. Therefore, the teacher's task is to form high-quality lexical skills that have access to different types of speech activity.

To implement the third psychological factor, it is necessary to have a variety of training, created by changing the volume of training, various training exercises, varying the order and conditions for presenting lexical material.

In the methodological literature, it is noted that the excess of the rational volume, as well as its unlawful underestimation, negatively affects the course of the exercise: in the first case, the work of mastering the lexical skill loses its creative character and eventually turns into a mechanical process that can cause inhibition ; in the second case, the development of automatism does not receive its completion [6:47].

## **RESULTS AND DISCUSSIONS.**

One of the important conditions for the presentation of training lexical material should be considered the repetition of an action, since the skill is formed as a result of repeated, targeted exercises that help bring the action to perfection.

The performance of each new, even very simple action, which should become a habit, cannot be completed immediately as a simple repetition of the pattern, unless the student himself performs it several times. Students achieve the goal only through their own repeated actions with lexical material [7:269].



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In addition to these factors, the formation of lexical skills is strongly influenced by the features of the mental development of students and the features of their educational activities.

Mastering lexical skills requires students to use a wide variety of methods of mental actions, which include highlighting essential features and their recognition in new lexical units, establishing a relationship between the properties of lexical units (for example, between form and meaning), searching and setting identification of links between lexical units, change in the properties of lexical units, comparison, grouping of vocabulary according to certain characteristics. The success of the implementation of these techniques largely depends on the characteristics of the mental development of the student.

Let us analyze the features of the student's mental development (features of thinking, attention, perception, memory) and note the possibility of taking them into account in the process of forming lexical skills.

Psychologists note that the characteristic features of the psychology of students are the concreteness of their thinking, susceptibility to mobile, colorful objects, the desire for visual-sensual support, for concretization of everything they have to deal with. The inclusion of specific visual elements in the learning process contributes to the organization of learning, taking into account the listed features of the mental development of students.

The attention of students is unstable. This property of their psyche, due to the weakness of the inhibitory process and impressionability, is enhanced in relation to immobile or inactive objects. To increase the volume of attention and its stability, it is necessary to provide as many supports as possible for the mental activity of students in the form of practical actions.

It is very important to work on making the perception of students a controlled and conscious process. When organizing the process of perception, the teacher should comply with the basic requirements for observation: active, purposeful actions of students with objects.

For most students, visual-figurative memory dominates over logical memory. They better remember specific objects, colors, events, faces, facts. Therefore, the association of a word with a specific object or action is a necessary condition for the assimilation of linguistic material at this stage.

An analysis of the characteristics of the mental development of students shows that the student learns lexical material much faster, which is directly related to the action that he sees or performs himself. In other words, to improve the memorization of lexical material, each student needs to perform objective actions



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with lexical units. For this purpose, work is carried out with distributing lexical material, which takes a lot of time for its preparation by the teacher. In addition, when performing objective actions with distributing lexical material, it is difficult to control the correctness of the assignment by all students [8:69].

When forming lexical skills, one should also take into account the individual typological characteristics of students, in particular, the characteristics of their mental processes (perception, attention, memory).

From educational psychology it is known that some students are more impressionable in relation to sounding influences, others perceive better, remember easier, keep in memory longer and more easily reproduce visual impressions, for the third, motor impressions play the main role. There is also a fourth type - students with a mixed type of perception and memory. The use of different types of visualization (according to V.A. Artemov, depending on the participation of the sensory organ): visual, auditory, muscular-motor - makes it possible to take into account the individual characteristics of each student.

The process of forming lexical skills is part of the overall educational activity of students in English. Therefore, the peculiarities of the educational activity of students also influence its formation.

To clarify the features of educational activity, let's consider its external structure, which includes the following components: "1) motivation; 2) learning tasks in certain situations in the form of a task; 3) learning activities; 4) control turning into self-control; 5) assessment, turning into self-assessment.

## CONCLUSION.

Studying the works of psychologists helps to come to the conclusion that the means of increasing the motivation of students are the pleasure of the activity, the encouragement of successful results when performing exercises, the provision of assistance at any time of learning, the inclusion of an element of competition in the educational process, the opportunity to show mental independence and initiative.

In works on psychology, it is noted that in the general structure of educational activity, a significant role is assigned to the actions of control (self-control) and evaluation (self-assessment). Control over the performance of an action is carried out by a feedback mechanism in the general structure of activity as a complex functional system. The success of the formation of lexical skills in students increases in the presence of immediate feedback and control rigidity.

It should also be noted that the student's knowledge of the result of performing an action when performing a lexical exercise leads to predicting the



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total score for lexical exercises in general, which contributes to the formation of self-esteem among students.

Thus, the process of forming students' lexical skills requires compliance with a number of psychological factors.

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