

FEATURES OF THE FORMATION OF LEXICAL SKILLS OF SPEAKING IN A FOREIGN
LANGUAGE.

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Annotation: *This article discusses the formation of lexical skills of speech activities (listening and speaking, reading and writing) in the middle and older stages of learning a foreign language. As the vocabulary means an essential component of speech activity in language system it determines its important place in each language class, establish and improve vocabulary skills are constantly in the field of view of the teacher. We hope this material can serve as a manual for teachers.*

Key words: *communicative competence, speech activity, speaking, listening, writing, vocabulary, monologue and dialogue speech, vocabulary, oral language.*

An analysis of the lexical skills of different types of speech activity shows that they have a certain hierarchical structure. In these structural formations, it is possible to distinguish common, different and specific operations, which form the basis of lexical skills. The set of such operations depends on the type of lexical skills, on the type of speech activity, where they function as semantic components. Lexical skills are strong and stable if the work on them is carried out in a relationship and in a system. The strength and stability of lexical skills is influenced not only by the nature of the interaction of skills among themselves, but also by the nature of the interaction of lexical skills with others (phonetic and grammatical). The set of lexical operations in the structure of each type of lexical skills should be supplemented by one more type of operations. These are intellectual operations - "actions in the mind." Such operations are performed without relying on any external means. They are performed in the mind, mentally. Intellectual actions, with the help of which knowledge about a foreign word is acquired, contribute to the mental development of students. On their basis, in addition, there is an accumulation of a certain fund of mental actions and techniques that are so important at the stage of conceptualization. The stage of conceptualization is the beginning of work on the word. Primary (sensory) information about a foreign word is accumulated here. Many methodologists and practicing teachers underestimate the importance and importance of this type of information for the successful formation of the lexical foundations of various types and forms of speech.

The formation of lexical skills is associated not only with the creative use of what has been learned, but also with the transfer of material to other conditions of functioning.

Along with the development of lexical skills of a productive and receptive nature, lexical competence is emerging - the ability of students to determine the contextual

meaning of a word, compare its volume in two languages, and identify in it a specific national characteristic of the culture of the people who speak this language.

A skill is defined as a method of action that has been strengthened through exercise, as an action that is performed by a person without the participation of consciousness, that is, automatically.

Now let's move on to the consideration of the features of the formation of lexical skills of speaking in a foreign language. The knowledge and possession of a word is traditionally understood as its instantaneous recognition, i.e. the ability to call a word from memory and the correct use of this vocabulary in combination with other words in a situation. What does it mean to master the word? This means mastering its meaning, form (its sound and visual image), its ability to enter into connection with other words (semantic, grammatical), while the latter is not always motivated. This means mastering word formation, inflection and the use of words in speech, i.e. in certain types of offers.

Thus, the student must:

- 1) Understand and remember a foreign word, its meaning, sound and graphic forms;
- 2) choose it to solve a specific communicative task in a specific communication situation;
- 3) Be able to use it in speech in combination with other words.

At the same time, it is essential that when teaching the lexical side of speaking (writing), we go from content to form and use; when teaching the lexical side of listening and reading from form to its use to meaning.

The content of teaching vocabulary for its use in oral speech is the specified volume of lexical units correlated with the subject and subject to assimilation, as well as actions:

1. By revealing the meaning of a word, its semantization (guess, word-formation component, by context, search for a word in a dictionary);
2. By capturing the form of the word - sound and graphic (pronunciation, writing);
3. By maintaining it in long-term memory and ensuring durable storage there (semantic grouping of vocabulary, word-formation grouping);
4. By its rapid call and actualization (this is a reaction to external verbal and non-verbal stimuli, as well as to internal stimuli - a thought);
5. By the use of the word both paradigmatically and syntagmatically (this is a combination with other words at the level of a phrase and a whole sentence);

In connection with the above, it should be assumed that the general content of the comparative study, in the conditions of Dagestan multilingualism, based on a personality-oriented approach, is aimed at establishing several provisions for modern psychological and pedagogical science. One of these provisions should be considered the specific practical goals of teaching a foreign language in general and each

individual lesson in particular are subject to the central task of general education - the task of forming, developing, educating a student as a socially active, morally clean, convinced, independently able to set educational goals and seek their personality solution.

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