

MAKING DEVELOPMENT PROFESSIONAL LEXICAL COMPETENCE OF MILITARY STUDENTS

Khamidova Nigora Tulkunovna,
Senior Teacher Tspu Named After Nizami

ANNOTATION

This article first defines the concept of lexical ability. In addition to emphasizing the significance of lexical ability in navy students, measures and important tips for the development of expert lexical potential are given.

Keywords: Lexis, linguistic competence, lexicography, inferencing strategy

INTRODUCTION

Word stock is an important part of language acquisition and development. Military students can become frustrated and demotivated due to a lack of lexical expertise. Students should have a lexis foundation that allows them to reach a better degree of growth in the four core communication abilities. Neglecting the systematic teaching of lexis is one of the variables affecting the continued development of communicative ability. The current predicament has been exacerbated by teachers' lack of expertise of the lexical field. This article examines concepts such as lexis/vocabulary, lexical competence and knowledge, and the extent and depth of lexical knowledge in order to meet these needs. It addresses fresh viewpoints that may be able to assist language teachers in developing conceptual understanding in order to handle lexical instructional activity. Before delving into the concept of lexical competence, it's important to first define what competence is and how it's been viewed in the past. The term "competence" has sparked a lot of debate in the past several years.

The first saw it as purely grammatical competence, or "the speaker's understanding of his language," while the latter saw it as more communication-related: a typical youngster acquires knowledge of sentences that is not just grammatical, but also appropriate. He or she learns when to speak and when not to speak, as well as what to talk about with whom, when, where, and how. In summary, a youngster learns to perform a repertoire of speech actions, participate in speech events, and have others judge their performance.

This shows that the basic characteristics of competence are intertwined in order for people to succeed in their daily tasks. Lexical competence, which has been integrated within communicative competence and specifically in the linguistic one, where grammar is mentioned first, deals with these components in connection to lexis. Grammar is thought to have taken precedence over lexis in English schools as a result of the preceding order.

In fact, some teachers prefer to start with grammar and then move on to lexis. The nature of grammar as a construct for the mediation of meaning is denied by teaching that prioritizes form and utilizes words solely as a means of exemplification. I believe that reversing this typical educational reliance, starting with lexical elements and showing how they need to be grammatically transformed to be communicatively effective, would be a more natural and effective method. Because lexical competence is at the heart of communicative competence

development, lexical competence should be reestablished as the primary focus of language teaching and learning. Because words have so many different meanings, a straightforward definition of lexical competency is difficult to come up with.

The intricacy of lexical competence in terms of its components is not reflected in existing definitions. One who views lexical competence as a collection of knowledge (the form, meaning, and application of a lexical item), talents, and skills that a person acquires and applies in various communication contexts. Learners can use their mental lexicons to build a variety of relationships, which help to increase lexical size and depth by activating knowledge relevant to the communicative aim, interlocutor, and social situation. Lexis is a competency in and of itself, as this extensive definition implies. Students in the military who want to improve their lexical skills must have a clear knowledge of how their comprehension of words will change. Military students should receive training in how to effectively organize three activities in the early weeks of their university study, which will now be briefly discussed in turn. In this case, reception is first to identify lexical units and determine their meaning in the clause in which they appear, as a function of the interaction with other meaning words in the clause. But it is also important to emphasize that the choice of vocabulary items is based on general communication strategies, and therefore it also contributes to the coherence and purpose of larger text units (such as sentences or paragraphs). Students need to be aware of this broader language. The environment remains sensitive. explain.

For example, in many poetic contexts, all potential meanings of a word may play a role, while in legal documents, ideally only one meaning applies. Even when using vocabulary familiar to students, these factors need to be considered. However, the place the student is ignorant of a phrase in a text, or notices something atypical about an item she has already acquired, more abilities are known as upon. Military students ought to go through a variety of inferencing strategies. They are stimulated no longer solely to pick out the phrase class(es) worried and to recognize phrases and expressions in their clausal environment, however additionally to learn about the previous and above all the following context, determining for example whether the object returns, or whether the context would possibly include a synonym or some different clue. Only after all these levels have been traversed and they have made a clever guess about the shape and its meaning need to the college students look up the object in a dictionary, to see if their wager is right; if it is now not right, they ought to strive and work out the place and why their reasoning failed. Students who work in this way find that the greater effort put into 'researching' the object aids the memorability of gadgets and strengthens their potential to hire inference in the grasp of text. Production activities involve capabilities in choosing lexical items which will successfully deliver the speaker/writer's supposed meaning. At the identical time, the items be used successfully as to spelling or pronunciation. Alongside these as an alternative obvious requirements, students additionally want to emerge as touchy to the particular combinatorial houses of lexical objects inside the clause, as properly as the ways in which the use of words contributes to textual concord or is decided through style conventions. These things will return at higher Lexvaardig attracts her interest to quite a number compensation techniques that enable her to continue her fluency in speech or in writing through the use of lexical dummies (words like thingummy in speech or, say, phenomenon in writing),

superordinate phrases (piece of furnishings to cowl lack of knowledge of the phrase couch), or paraphrases (advise any person not to changing the unknown discourage). And through paying attention to coinages in the texts that they read, students will achieve a feeling for the instances beneath which they, too, can *daré* to *cré-ate* a new word.

The assignment (which is referred to as *Lexvaardig*, from the Dutch words *lexicale* *vaardigheid* 'lexical skill') takes two integral points of student

experience with the acquiring the vocabulary of the target language as

its beginning point. Firstly, college students have most of their contact with English outdoor that part of the curricular surroundings which is programmed for vocabulary learning, i.e. either in the reading or listening they have to do for different publications or in extramural activity (television, internet, English-speaking friends, etc.). As a result, an awful lot of their vocabulary gaining knowledge of is in factor of reality incidental and autonomous. Secondly, the new phrases and expressions they are stimulated to learn occur above all in texts which they themselves pick to read, ranging from literary works to magazines and websites. What the venture does is to accept these statistics as given, and to guide and shape the students' learning procedure by way of supplying them with a computer-based package, consisting of three elements (see below): a physique of annotated texts from which they can choose freely; an introduction to lexicology;

a private statistics base. The task for that reason differs radically from attempts to impose phrase lists upon students, starting from the most ordinary and standard vocabulary and gradually working outwards to rarer or extra specialized words.

Rather, the college students are trained to increase their own lexical competence, to emerge as word wise. They are given the wherewithal to think about and improve their own perception of the English lexicon, and above all to come to be conscious of what they encounter in their reading and listening: as a substitute than guessing wildly what is meant, or without a doubt disregarding unfamiliar lexical items, they now have the tools to analyze their difficulties and to analyze from the journey for future occasions. And again that appeals to the college students of today, each of whom has her own non-public historical past journey of the English language, is the individualization of vocabulary learning: whereas the learner is subtly recommended thru the whole process, it is actually the individual scholar who decides what she finds beneficial to learn. From a didactic viewpoint, this is no problem, because what is realized is less important than how it is learned. If the competencies are there, the knowledge will come. In devising the substances to be here, we have attempted to translate the most important consequences performed in the vocabulary acquisition research of recent decades, lookup into such things as lexical knowledge, inferencing strategies and lexical phrases, into pedagogical practice that is fantastic to the context of advanced newcomers in the Dutch context. Accordingly, the following sections will concentrate on the practical implementation of the materials. We begin by sketching how the students' venture is organized in enhance, going on to deal with the different sorts of lexical unit to which students should attend. The following sections element the more than a few kinds of information about lexical gadgets which are pointed out to students, masking phonological, orthographical and morphological matters, the syntax-semantics interface and sooner or later social, cultural and

historic components, affords the 3 factors of the computerized bundle that is positioned at the disposal of all students, and leads to the conclusions. Military students usually have restrained journey in the use of dictionaries, and have at nice incidental know-how of what Internet has to offer. Although dictionaries play an indispensable function in language learning, college students have typically received little coaching at faculty on their use. Part of the freshmen's preparatory education is therefore oriented to helping them take maximum benefit of number sorts that are available. Particularly with particularly polysemous linguistic units, college students need a lot of express assist with deriving records from dictionary entries. Electronic dictionaries also have extraordinarily useful search functions however the use of these, too, desires to be taught and practiced. Armed with this history perception of the three things to do they are about to elevate out (reception, manufacturing and resourcing), the students can now flip to the assignment of figuring out the phenomena they will be studying.

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