

ROLE OF LEXICAL MATERIALS IN TEACHING ENGLISH**Ashuraliyeva Ugiloy Abdulkhamid kizi**

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Abstract: It is essential to pay attention lexical materials while learning English. Without vocabulary, learning a language is impossible. The fundamental unit of a language is its lexicon. Effective and diverse vocabulary utilization is essential for unrestricted communication in a foreign language. It begs the question of how to acquire words as rapidly and effectively as possible. Students' lexical competence must be successfully formed if they are to succeed and see results. The issue is relevant because it may be used to identify efficient ways to use various visualization kinds in the construction of lexical competence at different learning stages through study, critical analysis, and comparison with existing methodologies.

Key words: *lexical, vocabulary, competence, effectively, success, analysis, foreign language.*

One of the most important roles in students' general education and overall development is played by English language instruction. While lexical skills are combined with language knowledge, foreign language proficiency is combined with word knowledge. The formation of lexical skills is the goal of learning lexical material, and as such, lexical skills should be regarded as the most significant part of the content of learning a foreign language. The process of learning lexical content is broken down into phases to ensure that learning is efficient and that the methods chosen fit the demands of the pupils. They include:

- 1) the stage of acquainting students with new lexical items;
- 2) the stage of automation of students' actions with new lexical units, where there are: a) automation at the level of word form, free phrase and phrase, sentence; b) automation at the supra-phrase level - dialogical or monologue unity.

Semantics, or the revelation of a new word's meaning, is the first step towards becoming familiar with new lexical units. Semantic techniques are classified as either untranslatable or translatable. The untranslatable include: visual semantic (demonstration of drawings, objects, slides, paintings, gestures, movements, etc.), verbal semantic, definition, interpretation. Both objective and pictorial visuals are possible. It is hard to identify the most efficient approach

because every strategy has pros and cons. The shape, meaning, compatibility, and ability to describe concrete or abstract facts vary among English words. As a result, it is wise to select the semantic approach for a single word or collection of words. a successful fusion of multiple techniques. The next step in this research is to define the term "lexical competence" and examine its content.

Lexical competence is defined as both the knowledge of vocabulary in the language and the capacity to utilize it orally (speaking, listening) and in writing (reading, writing). Lexical knowledge comprises the following:

- understanding the lexical unit's (LU) sound form, which is essential for proper pronunciation, recognition, and distinction by ear;
- understanding the LU graphic form and spelling rules, which are necessary for proper spelling, recognition, and comprehension of the LU when reading;
- understanding the grammar needed to form word forms;
- understanding the word semantics, which is necessary for the formation of free phrases;
- and understanding the rules governing the combination of pertinent words in the language being studied.

The development of students' receptive and reproductive lexical abilities is essential to ensuring that language functions properly throughout conversation. Scientist-methodologists VA Buchbinder, S. Yu. Nikolaev, and others have observed that the primary practical objective of studying lexical material is their construction. In this instance, the lexical unit is the unit of instruction used to teach lexical information in a foreign language at all levels of the school course. The LU consists of the following:

- individual words (root, affix less, complex, and derivative), such as red, green, go, reader, and musical;
- basic steel phrases, such as look like, a lot of;
- a substantial portion of which are slang terms and formulas for polite conversation, such as How do you do? Good morning! Well done!

We should not undervalue the educational and developmental benefits of learning foreign vocabulary when examining the substance of students' lexical competency formation. According to specialized research, language at the level of all its units and, most importantly, at the word level not only reflects modern culture, but also accumulates and preserves the achievements of human cognition, consolidates and reflects the state of culture, the cognition of which is

mediated by language. This is because language has a cumulative (cumulative) function. It focuses on developing the student's capacity to apply other competencies in order to behave in a particular learning scenario (based on observation, inferring meaning from what you see, analysis, generalization, memory, etc.).

Our analysis of theoretical literature led us to the conclusion that the proper auditory and graphic recognition of isolated lexical units, their correct pronunciation and spelling, and their meaning—that is, the information they convey—should be the main control points for students' vocabulary learning of English. By associating a visual or auditory lexical unit (LU) with its meaning, both the exterior and interior parts of the LU are brought together. It is vital to precisely identify the key indicators in order to determine whether students possess lexical knowledge and whether they may go on to the creation of lexical skills stage. This is crucial in light of the fact that students are developing self-control.

Indicators of language proficiency at the level of lexical knowledge are:

- 1) correct understanding and reproduction of LU;
- 2) the speed of implementation of appropriate actions, which should indicate the process of still conscious operation of information about new LU.

Moving on to the next level of study in such a scenario puts the weaker student at risk of knowledge gaps that, if they don't close, will eventually prevent them from being able to communicate in English. This well-known issue can be resolved with "active assistance," when stronger students agree to aid weaker ones with their work and weaker students receive additional workouts. Proceed now. Both strong and weak students benefit from the use of "active assistance": the strong get the chance to test their teaching abilities to a friend who is weaker, which boosts his self-esteem and consequently has a high self-esteem score, and the weak get the chance to "slow down" and better remember and comprehend new vocabulary material.

When teaching pupils a foreign language nowadays, they are expected to communicate at the intercultural level in everyday contexts using a communicative minimum that should incorporate some degree of linguistic and regional expertise. The selection of lexical resources should come from reliable sources, such as literary works, English folklore, dictionaries, and BBC video clips covering a range of subjects. Naturally, the vocabulary content chosen should only cover the subject matter.

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