

Methodological analysis of teaching English vocabulary on the basis of developing professional competence of students

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Abstract: This article is focus on the features of teaching English vocabulary on the basis of developing professional competence of students, methodological analysis of teaching active, passive, real and novocabular vocabulary in English, the ways of teaching English vocabulary.

Keywords: Teaching Professional Vocabulary, Types of Active, Passive, Real, Potential and Novocabular Vocabulary, Methodological Selection of Professional Vocabulary, Stages of Teaching Professional Vocabulary (Presentation, Exercise and Usage)

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1. Introduction

Among the main factors of the development of the world higher education system, the problems of developing and improving effective pedagogical mechanisms for the development of professional competence of future specialists are gaining importance. In today's world, in the conditions of the innovative educational environment, the development of the professional competence of students, the organization of the professional activities of future specialists in higher education institutions in a new context, the improvement of the scientific-theoretical, practical and methodological bases in this field, methodological support, education scientific research is being carried out on technologicalization of processes, development of virtual electronic resources.

In order to enjoy the rich scientific and technical achievements of the nations of the world, it is necessary to learn foreign languages, because scientific and technical information (information) is acquired through language. At present, no one denies the place of the subject of a foreign language in the training of specialists, and it is known to everyone that knowledge of a foreign language is an integral part of the general culture of a specialist graduating from a higher and secondary special educational institution [1, 2, 3].

2. Literature review

It is known that the lexicon is one of the components of the language material. Language material is one of the areas of detailed research in English language teaching methodology. Speaking in English requires the ability to use language material to express an idea or to understand the expressed idea. In modern teaching practice, the concept of language material is interpreted in two ways: 1. A set of lexical, grammatical, phonetic and other linguistic units; 2. Based on the teaching goals, the set of units is called the language minimum, selected from the language system, which is considered as English language material for students [2:55-65].

When talking about language material, it is necessary to distinguish three methodological concepts from each other; (1) the content of English language teaching, (2) the language material contained in it, and (3) the content of teaching the language material that can be extracted from it. In this case, the content of teaching lexis from the lexical

minimum, the content of teaching grammar from the grammatical minimum, the content of teaching pronunciation from the pronunciation material, and performing special exercises in learning them, therefore, choosing the language phenomena that require the appropriate time and effort. there is a question.

Language material, on the one hand, can be said, heard, seen and written with the help of senses, and on the other hand, it can be used and understood by perception in speech activities. It is known that in the practice of teaching, the minimum lexical, grammatical, pronunciation, spelling, and word formation are selected separately for each stage and organizational part (schools) of English language learning. Although the selection criteria are common, the formed language minimums differ in terms of quantity and quality. In particular, methodical preparation (selection, distribution, classification and presentation) of language material in non-philological areas and presentation for learning is also a unique process.

The issue of classification of lexical material has been attracting the attention of Methodists abroad and in our country. H.Huse, a psychologist of foreign language teaching, divided the lexicon of a foreign language into easy and difficult groups by comparing it with the mother tongue. The well-known methodist H.Palmer (H.Palmer) classified the lexicon based on form, meaning and use, while Ch.Fries (C.Fries) classified the word based on its function and combination. R. Lado proposed to classify the lexicon based on interlinguistic interference [2:135].

In the sixties and seventies of the 20th century, scientific information on this matter was summarized, new classification criteria were introduced. In the former Union, I.V. Rakhmanov, V.A.Bukhbinder, S.V.Kalinina, L.Z.Yakushina, M.S.Latushkina, N.B.Nikolayev, A.A.Zalevskaya, M.A.Pedanova, Yu.V.Gnatkevich categorized the foreign language lexicon from different points of view, but the Uzbek national audience J. Jalolov, H. Saynazarov, M. Choriyev conducted research on the classification of the English language lexicon. In the above studies, the characteristics of the foreign language lexicon, the classification due to the internal and interlinguistic interference of the language, and the difficulties specific to the active and passive vocabulary were studied.

In the modern English language teaching methodology, teaching vocabulary to students in non-philological directions is interpreted as a means of mastering the types of speech activity. In the methodology of teaching English, teaching vocabulary is considered a two-stage process. The first is the stage of methodical preparation of the lexicon (selection, distribution, classification, presentation), and this process is carried out by methodologists in this field. The second is the stage of formation of lexical skills. , in this process, the teacher and the student work together.

The first step in the methodical organization of lexical material is the selection of the lexicon. Active/reproductive/productive (active vocabulary) and passive/receptive (passive vocabulary) vocabulary is selected depending on the educational conditions in the English language teaching methodology. Vocabulary that is understood when the student is expressing his opinion and in the speech of others is called active vocabulary. Vocabulary intended for perceptual understanding is a passive lexical minimum. Both dictionaries are at least the students' real vocabulary.

The following methodological criteria are used as a basis for choosing vocabulary: calculation criteria, methodological criteria, linguistic criteria [2].

The calculation criteria take into account the frequent use of words in speech and the characteristics of their widespread use, and the methodical criteria take into account the topics of speech and educational goals. Linguistics criteria are used such as the combination of words, the possibility of forming words, polysemy, stylistically unrestricted, demarcation (isolation) of synonyms, and participation in sentence formation.

The second criterion is based on the purpose of teaching English in a particular educational institution and the topics of the selected speech. It is known that the purpose

of English language teaching in non-philological fields is to read professional and sectoral texts related to socio-economic, political, artistic, educational and specialization, and to form oral speech skills within the program. Speech topics and teaching goals of this educational institution serve as the basis for choosing lexical units.

According to the combination criterion, it is assumed that the word selected can be combined with others as much as possible, and more new units are formed from them in the word formation criterion.

Non-limitation in style is understood as the criterion for choosing words used in all types of speech activity and various topics. Active and passive lexical units together form the real vocabulary of students. Real vocabulary is mastered by doing special exercises.

When teaching English, the student has not yet learned, but when he encounters this dictionary, the student has an internal possibility to learn it due to the similarity of the structural and semantic aspects of the Uzbek, Russian or English languages. units are also available. They are called potential vocabulary.

Potential vocabulary can be learned when it is presented in spoken (audiotext) or written (graphictext) form. It is necessary to pay special attention to the issue of teaching potential vocabulary in non-philological areas. Because, in this educational institution, it is necessary to work with professional and industry terms related to specialization. It can be observed that many lexical units in professional terminology are similar in form, meaning and pronunciation in Uzbek, Russian and English languages.

3. Research methodology

Among the researchers, J. Jalolov and Q. Kiyasova classified the studied English potential lexicon as follows: 1. Words similar in form and meaning in Uzbek, Russian and English (architect - architect, cabel - cable, cottage - cottage, engineer - engineer, metal - metal); 2. Words similar in form and meaning in Russian and English, but different in Uzbek (construction - konstruktion, instrument - instrument, style - style); 3. Words with similar form and meaning in Russian and Uzbek languages (concrete, hall, furniture, marble, floor, mine, etc.) [2, 4].

In non-philological areas, the lexical minimum should be chosen separately for each specialty. At a minimum, there is a need to differentiate the lexicon of the field.

The next event in the methodical organization of the lexicon is its distribution (distribution stage). The issue of the distribution of language material is one of the areas that received little attention in the methodology. The distribution of educational material is carried out from easy to difficult in subjects that study the basics of science, as well as on the basis of other didactic principles. It is divided in connection with the study of the types of speech activity in English.

The distribution of vocabulary is carried out in two stages: 1. Active and passive lexical minimums are separated; 2. Reproductive and receptive vocabulary is distributed by courses.

In the second stage of distribution, the lexicon is divided into smaller groups: 1. The lexicon is distributed in the textbook by speech topics; 2. The amount of words for a one-hour lesson is determined; 3. Lexical units are distributed as exercise material.

In the process of classification, the characteristics of lexical units, types of speech perception (listening, reading) or expression (speaking, writing) are taken into account.

So, the distribution of the lexicon can be carried out on the basis of the following methodological criteria: 1. To divide the lexicon according to the form of speech activity (reproductive and receptive), that is, to divide it according to the requirements of the speech or to assume the teaching goals; 2. Consideration of speech topics; 3. Considering students' language experience; 4. To eliminate the internal interference (negative effect) of the language; 5. To give new grammatical events in familiar lexical units, new vocabulary in the studied grammatical tool; 6. Teaching lexical difficulties by division (limitation) [2:134].

The third stage - the classification of lexis is one of the important activities in the methodology of teaching English. Methodists divide the studied lexical units into easy/difficult groups, taking into account the students' language experience.

4. Results and discussions

After methodical preparation of vocabulary is carried out by methodologists, its results are directly implemented in teaching practice. Students acquire lexical skills with the participation and guidance of the teacher/teacher in the lesson and other activities regarding the lexical material prepared for teaching. This event is called the stage of developing lexical skills in the teaching methodology. Research has shown that the development of lexical skills takes place in the stages of presentation, exercises and usage. In this case, the first stage begins with familiarization with a new word, and in the second stage, the lexicon begins to be used in the speech process. In the third stage, the studied word is mastered in the types of speech activities, in the composition of skills.

At the familiarization (presentation) stage, an exercise is performed on the form, meaning and use of the word. Acquaintance with the meaning of a new word, as you know, is carried out in two ways: without translation and with the help of translation.

The translationless method is implemented using internal and external visualization. When a new word is taught without translation, an object, a picture and an action are shown, and the following tasks are given: understand the meaning of the word (for example, a book is shown and its name is said in English in a sentence). You can also use antonyms, synonyms, elements of word formation, context, definition without translation. The untranslated method is more widely used when presenting words that express the name of an object, its size, color, or movement.

When there is a need to use a translation, two types of it can be used: the first is a simple (literal) translation, and the second is a translation-explanation. In this case, a direct translation of a new word extracted from the context is provided, or in some cases, the translation is explained.

The method of independently learning the meaning of a new word is also widely used in English language teaching. Especially when learning to read, most of the new words are given for learning with the help of a dictionary.

Acquaintance with the meaning of a lexical unit is only the first educational step towards mastering it. In the second stage, lexical exercises are performed to use words in live speech, that is, to develop skills. The main types of exercises: 1. Expansion of vocabulary; 2. Receptive and reproductive acquisition; 3. It is devoted to the study of various lexical units (words, fixed phrases, speech clichés).

The methodical methods used during the discovery of the meaning of a new lexical unit (semanticization) are the characteristics of the word, its relation to the active/passive lexicon, the stage of education and the level of the students, the form in which the word is presented (auditory or reading comprehension). achievement), will depend on such factors as the place of introduction of the new unit (class, home, textbook dictionary).

The use of vocabulary is the last stage in the formation of skills. It is the period when the meaning of a word that has been opened and started to be used in speech is used in the speech process, that is, the period of transition from skill to competence. At this stage, the student learns to use the word independently in speech. The indicator of mastery is the ability to freely use or recognize lexicon in speech. If a student can easily use or recognize words in expressing and understanding, this indicates that lexical skills have been formed. The indicator of mastery is the free use and recognition of vocabulary in speech. In learning the English lexicon, speech is primary, and lexicon is a tool.

5. Conclusion

Based on the above opinions, the following conclusions can be drawn regarding the teaching of vocabulary in English language education in non-philological directions: 1. Teaching English lexicon in non-philological directions is interpreted as a means of acquiring types of speech activity; 2. Due to the limited time (hours) allocated to the English language, the lexical minimum is selected based on certain methodical principles; 3. The choice of the lexical minimum is subordinated to the teaching goals; 4. When choosing the lexical minimum, the type of educational institution, including non-philological areas, is taken into account, including the professional and sectoral passive lexical minimum.

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