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METHODS FOR THE DEVELOPMENT OF LEXICAL COMPETENCE IN TEACHING ENGLISH TO STUDENTS IN THE SPECIALTY OF MINING

Saydullaeva Khusnora Utkirovna*

*Navoi State Mining Institute,
Navoi, UZBEKISTAN

ABSTRACT

The modern linguistic situation, characterized by an increase in the methodology for the development of lexical competence in teaching, has awakened an increased research interest in the phenomenon of linguistic interference that occurs in the study of foreign languages. To date, there are a large number of studies devoted to the influence of the native language on the study of a foreign language; however, the problem of the interaction of two studied foreign languages with each other is insufficiently covered. The article is devoted to the methodology for the development of lexical competence in teaching English to students of mining.

KEYWORDS: *English; Technique; Critical Pedagogy; Language Of Specialty; International Relationships; Students Of The Faculty Of Mining; Method Of Teaching.*

INTRODUCTION

The main approaches to the formation of lexical competence in the study of a foreign language in the field of professional communication. Mastering the methodology for the development of lexical competence in teaching English to students of mining, the task of studying a foreign language in the field of professional communication; Lexical competence in the field of professional communication implies knowledge of general and professional terminology, as well as the ability to use the acquired vocabulary in speech activity.

An effective tool for the formation of lexical competence in the field of professional communication can be the so-called intensive reading, which implies painstaking, detailed work on short texts in the classroom under the guidance of a teacher [5; 6].

The methodology for the development of lexical competence in teaching English to mining students is like intensive reading contributing to the understanding of how vocabulary,

grammar, coherence of the text and its content jointly achieve the communicative goal of the text in the specialty [7]. With intensive work with the text, students study in detail a small passage or short text of 150-200 words, while the tasks with which this text is provided consist of a large number of lexical exercises and text tasks for understanding, the total volume of which significantly exceeds the volume of the text itself text.

The goals of intensive work on the text in the specialty are a detailed understanding of the text and the study of linguistic phenomena using the example of the text, the development of linguistic thinking, and the expansion of vocabulary in mining [8].

The general criteria for the selection of text material for intensive reading when teaching vocabulary are the value of the text in terms of the specialty of mining from the point of view of professional orientation, the correspondence of the subject matter of the texts to the professional interests of students and their language level. Compliance with a certain subject, cognitive the value of the text, the semantic completeness and structure of the text, the representation in the corpus of educational texts of various types, the authenticity of the text material of various genres of scientific, journalistic and pragmatic styles of mining. In our case of teaching the professional vocabulary of a second foreign language, such a criterion as the intercultural nature of the information presented in the text on the specialty of mining is of particular importance.

Intensive reading of complicated authentic texts in the specialty, as a pedagogical technique designed to optimize the teaching of terminology in the conditions of linguistic contact, organically fits into the methodological concept of critical pedagogy, the advantages of which we considered earlier [2, p. 8989-8995].

Critical pedagogy is an original approach to teaching practice that instils in students the skills of independent thinking, contributing to the formation of active, critically thinking, conscious and responsible members of society [8, p. 1003-1010]. The specificity of the methods of critical pedagogy is the rejection of the rational-dogmatic methods of traditional teaching in favour of an approach that takes into account the diversity of positions and points of view of the participants in the educational process, their individual characteristics; this approach contributes to the greatest extent to the development of the professional competence of trainees. Within the framework of critical pedagogy, the traditional roles are deconstructed, implying the teacher's activity as a bearer of knowledge and the student's passivity as a recipient; a part of teaching authority is delegated to students. Such practice provides students with the opportunity for self-expression and active participation in the process of collective construction of knowledge, contributes to an increase in their social preparedness and activity.

The methods of critical pedagogy contribute to the development of students' reading skills and understanding of professionally oriented foreign language texts, help to cover all the variety of forms of modern scientific texts, on both paper and electronic media. In particular, the results of the pilot study conducted by the author have demonstrated the feasibility of applying the methods of critical pedagogy in teaching reading and understanding professionally oriented texts in English [2, p. 8989-8995].

The expediency of using the methods of critical pedagogy in teaching the language of a specialty is due, among other things, to the fact that it is in this aspect in the greatest degree, the advantage of delegating the authority of the teacher to the student is manifested. Indeed, a teacher of a

foreign language, not being sufficiently competent in the field of specialization of students, can quite organically act as a trainee in the corresponding classes. The possibility of teaching the teacher (in the target language) discipline of specialization gives the class's additional interest.

The world practice has accumulated a baggage of methods of teaching vocabulary of English as a foreign language [5; 6; eleven]. Since the native language of the trainees is Russian, for the purposes of our study, the most relevant was the methodology developed within the framework of the national school of teaching a foreign language, which is based on the use of an integrative set of exercises for teaching vocabulary in the reading process [12].

Within the framework of this methodology, the methodology for the development of lexical competence in training includes the following stages

- Pre-text stage: actualization and associative presentation of lexical units relevant for understanding the text;
- The stage of reading the text: the perception of new vocabulary in the text, its semantisation (the formation of a receptive lexical skill);
- Information processing of the text (the formation of reproductive and productive lexical skills);
- Production of creative expression - free creative inclusion of vocabulary in speech situations based on a complete understanding of the form, meaning and functional characteristics (the formation of a productive lexical skill).

Taking the above methodology for teaching vocabulary as a basis, we adapted it to the tasks of teaching English as a second foreign language with the first French in the field of professional communication. In addition, when developing the methodology, we took into account the above-mentioned expediency of using the intensive reading method based on authentic complicated texts, as well as the methods of critical pedagogy.

Thus, we have developed a set of exercises for teaching professional vocabulary, which includes exercises that contribute to the recognition, perception and understanding of various units of professional vocabulary.

This set of exercises is included in the system of exercises aimed at teaching intensive reading as a type of speech activity using the methods of critical pedagogy, and is built taking into account the interlingua transfer, intellectual and linguistic capabilities of students.

Within the framework of this integrative set of exercises, vocabulary training is carried out in three stages.

At the first (pre-text) stage of working with vocabulary, to ensure the primary consolidation of lexical competence in the field of professional communication, exercises are used to form paradigmatic and syntagmatic connections.

The second stage of the formation of lexical skills is combined with the text stage and the development of intensive reading skills using the methods of critical pedagogy. At this stage, a variety of oral and written exercises are used to develop the ability to use terms, choose a term

from a number of presented ones according to the situation, and the ability to fully and accurately understand the text.

The third stage of work on the text and professional vocabulary, corresponding after the text stage, implies the consolidation of lexical knowledge and skills, as well as their activation in the process of using them in various forms of written and oral communication (speech exercises).

In addition, you can apply tasks for practicing thematic terminology in order to eliminate potential lexical interference, which may include the selection of synonyms / antonyms, filling in the gaps, two-way translation of lexical units in different contexts, exercises on combining words, the formation of one-root words using the appropriate affixes [13, with. 82-86].

Because the typical lexical mistakes of students studying English differ depending on which language was studied earlier, it seems important to develop a special methodology for teaching English, with appropriate teaching aids and exercises. This technique was developed and proposed by the author.

To test the feasibility and effectiveness of the proposed methodology, students studying English in the course "English in the field of professional communication in mining" are divided into two homogeneous groups (group B1, and group B2). Each group consisted of 20 students. The experimental group was trained according to a methodology based on an integrated complex of lexical exercises for teaching reading using methods of critical pedagogy; the control group was trained using the traditional method. Both groups studied the same course "English in the field of professional communication", with the same goals and objectives, using the same textbooks and manuals, under the guidance of one teacher. The groups were selected because of questionnaires, interviews and results on language tests / international exams).

Students studied English in the field of professional communication for one semester, two hours a week. Academic performance was measured during midterm and final attestation. In the course of training, students were interviewed and questioned about their progress in mastering professional vocabulary and emerging problems.

After completing the course, students of both groups passed tests for knowledge of professional vocabulary, consisting of 60 questions.

And as a result, the average score received by the B1 group for 1 part of the test is 18.3 points (out of 20 possible), the standard deviation is 1.65; the average score received by the B2 group for 1 part of the test is 17.1 points (out of 20 possible), the standard deviation is 1.67, T_1 (observational) = 2.286. The average mark received by the B1 group for the 2nd part of the test is 17.4 points (out of 20 possible), the standard deviation is 1.92; the average score received by the B2 group for the 2nd part of the test is 15.9 points (out of 20 possible), the standard deviation is 2.01, T_2 (observational) = 3.818. The average score received by the B1 group for the 3rd part of the test is 16.7 points (out of 20 possible), the standard deviation is 2.11; the average score received by the B2 group for the 3rd part of the test is 14.2 points (out of 20 possible), the standard deviation is 2.03, T_3 (observational) = 2.413. Since the observed T in all three cases is greater than the T critical, statistically significant differences were observed in both groups at the standard level between the mean scores obtained because of the test. Significance 0.05. The average scores of the experimental group B1 are significantly higher than the average scores of the control group B2. In other words, a statistically significant

difference was found between the groups because of the application of a methodology that combines the use of an integrative set of exercises for teaching vocabulary in the process of intensive reading with the method of critical pedagogy.

Testing revealed statistically significant differences between the assessments of the experimental and control groups for all three parts of the test (table 1). There is a significant difference in lexical competence: the average score of the experimental group in all sections of the test was higher than that of the control group.

In the learning process, the students of the experimental group noted the development of reading and text comprehension skills, expansion of vocabulary, increased motivation and team skills. The results of the intermediate and final certification indicate the development of lexical skills in the experimental group after completing the training course.

Thus, we can conclude that the use of the experimental methodology developed by the author has increased the efficiency of mastering professional vocabulary by students with the first French language.

The results of the study confirm the hypothesis of the presence and high significance of linguistic interference in the study of professional English as a second foreign language in the first French; the source of the interference is French. The main source of errors is fully or partially assimilated cognate words.

In the course of the study, the author concluded that it is advisable to develop a special educational and methodological complex for teaching a second foreign language and proposed his own version, combining the use of an integrative set of exercises for teaching vocabulary in the process of intensive reading with the method of critical pedagogy.

During the experimental training, the feasibility and effectiveness of the proposed methodology was confirmed in terms of the formation of lexical skills, intensive reading skills, vocabulary expansion and a decrease in the number of mistakes made associated with language interference. The results obtained show that the use of an integrative set of exercises for teaching vocabulary in the process of intensive reading using the method of critical pedagogy contributes to the formation of lexical skills. Qualitative and quantitative research data indicate that the use of the developed methodology in parallel with the techniques of critical pedagogy has a positive effect on the assimilation of lexical material, develops intensive reading skills and expands the vocabulary of students, reducing lexical language interference and reducing typical errors.

The results obtained can be used in the process of further research on the phenomenon of lexical interference, for the development of methods for the formation of lexical skills in the study of a second foreign language. In the course of practical lessons in teaching professional English, as well as in the development of special textbooks and teaching materials for teaching a second foreign language.

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