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FORMATION OF A PROFESSIONALLY-ORIENTED LEXICAL COMPETENCE FOR CS STUDYING FOREIGN LANGUAGES, ISSUE OF TEACHING IN THE EDUCATIONAL PROCESS

N. K. Suleymanova*

*(PhD), Associate Professor,
Doctor of Philosophy, Department of Languages Academy,
Armed Forces of the Republic of UZBEKISTAN

ABSTRACT

The article explores the professionally oriented lexical competence of cadets and about the problem lecture and its use in the educational process. The concept of lexical competence, solving communication problems. Role-playing games, project methods, search methods. Formation of lexical skills.

KEYWORDS: *Linguistic Competence, Professionally Oriented Vocabulary, Lexical Skills, Professionally Oriented Approach, Teaching Method, Pedagogical Problem, Problem Lecture, Educational Technologies, Problem Presentation, Problem Game.*

INTRODUCTION

One of the components of linguistic competence is professionally oriented competence. The main task for teachers is to teach cadets professionally oriented vocabulary for the need to understand texts in their specialty and work with them. The student must be able to correctly correlate a specific lexical unit with other lexemes in thematic and semantic groups, with synonyms and antonyms. Master the rules of specific word formation and combination, the rules for choosing and using a lexical unit in its grammatical and stylistic structure.

Motivation plays an important role. It acts as the main direction of the process of forming professionally-oriented lexical competence.

Lexical competence is the ability of a cadet to determine the meaning of a word in context, the ability to use it orally and in writing. It should be noted that lexical competence also includes knowledge of the system and norms of the target language, which are subsequently applied in

practice. Lexical competence is based on lexical skill. Lexical skills include knowledge of the word as the most important unit of the language, its forms, meanings and use.

In pedagogy, in many situations, the concept of "problem" is used to solve compound-pedagogical, psychological, and educational problems. A pedagogical problem is a pedagogical problem that must be solved, but the method of solution is not yet known. Problem-learning technologies are educational technologies that allow students to develop creative searches for small-scale research, promote obvious hypotheses, substantiate results, arrive at specific results, etc. Problemlearning technologies are based on enhancing student functions.

A problem lecture is a lecture in which the student's performance improves by participating in problem situations and towards solving problem problems. In drawing up problem-based learning, the methods used by the teacher are of particular importance. Therefore, the choice of teacher must be paid special attention. The main methods of problem-based learning are as follows: - research method; - heuristic method; - a method for creating a problem situation; - creative method; - partially creative method.

Researchers such as A.E. Sizemina, A.N. Shamov conditionally distinguish several levels in the formation of foreign language lexical competence, under which the process of forming the ability of students to solve communicative problems associated with the practical use of foreign language vocabulary in speech activity on the basis of acquired knowledge, skills and abilities is considered [5].

A professionally oriented approach is one of the main tasks of teaching a foreign language. The use of new teaching authentic materials gives the effectiveness of teaching any foreign language.

So, role-playing games, project methods, search methods, which also form social and communicative competence, help to form professionally-oriented vocabulary among cadets.

Role-playing is a way of expanding the experience by presenting them with an unexpected situation, in which it is proposed to take the position (role) of one of the participants and then work out a way that will lead this situation to a worthy end.

The project method is always focused on the independent activity of cadets: individual, pair, group, which students perform for a certain period of time.

The method of the educational project is one of the personality-oriented technologies, a way of organizing the independent activity of cadets aimed at solving the problem of the educational project, integrating the problem approach, group methods, reflexive, presentation, research, search and other methods [4].

With the problem-search method of teaching, research activity acts as a form of organizing the educational process aimed at acquiring new knowledge. First of all, of course, we are talking about the fact that when this kind of action is included in the lesson, research abilities are developed and the competence of cadets is formed.

At present, professionally oriented teaching of a foreign language is recognized as a priority area in the renewal of education.

A lecture is a report of educational material, a monological method of cooperation between a teacher and a cadet. The lecture is also a mediator of the objective connection between evidence

and what happened. A lecture is the ratio of using short auxiliary dialogs that provide diagnostics, and is a factor of a qualitatively - material interpretation of the teacher's knowledge for students. This refers to the reverse relationship. The lecture consists of a connection form and style of learning. A lecture is a connection between learning forms. This is listening to her with attention, a visual examination of the aids, a synopsis and with all this a finished lesson.

The useful aspects of a problem lecture are known: Gaining knowledge through personal research work, interest in the educational process, the development of practical effectiveness and other learning outcomes. Problematic lecture in the educational process helps to independently develop knowledge, development provides students with creative thinking and teaches them to actively participate in the learning process.

P.I. Obraztsov made a huge contribution to the development of the theory of professionally oriented teaching of a foreign language. He substantiated the principle of the professional orientation of educational material when teaching a foreign language in a non-linguistic university. P.I. Obraztsov emphasized that the study of a foreign language should not be an end in itself, but a means of achieving the goal of increasing the level of education, erudition within the framework of their specialty [2].

Working on professionally oriented vocabulary requires solving a number of questions: how to explain new words, what should learners know about each new vocabulary unit, and what are the difficulties in mastering it ?

There are several approaches to explaining new words: when a new foreign word is associated either directly with the concept that it denotes, or with a word of the native language using translation.

The formation of lexical skills involves the passage of certain stages: the semantisation of lexical units; automation of lexical units (the formation of lexical skills); further improvement of lexical skills.

Professional vocabulary is the main component of both expressive and receptive types of speech activity, and if cadets have mastered or, more importantly, learned to assimilate vocational lexical material and can use it in various situations of professional interaction, then we can say with a certain degree of confidence that students mastered both vocabulary knowledge and skills and abilities in all types of speech activity.

The lecture saves study time and is effective in understanding information. Problematic lecture is one of the active types of lecture. A problem lecture in the educational process helps to solve different types of problems. This type of lecture is distinguished by the fact that helps the student in creative thinking and develops. Technology problem lectures are not distinguished by variability, because the process of obtaining student knowledge is divided into several stages, they are connected with each other. When a problem situation arises, the introduced training problem is complex, but students must solve it. In the second (closed) stage of solving this problem, he himself must strive for a solution. He must understand what information and what is needed to solve this problem. In the third (open) stage, there are many ways to solve the problem of this situation.

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