

## THE ROLE OF LEXICAL COMPETENCIES IN THE FOREIGN LANGUAGE LEARNING AND TEACHING PROCESS

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### Abstract

The article discusses the role of competence in the process of learning and teaching process of foreign languages. In particular, It is important to work on the formation of linguistic competencies throughout the educational process, which consists of three main dimensions of knowledge acquisition: familiarity, reproduction, and productivity.

**Keywords:** Lexical competence, communicative competence, knowledge acquisition, approach, communicative competence.

In the reforming Republic of Uzbekistan, several positive developments are taking place due to the reform of educational content, quality, educational programs, and technologies in general secondary educational institutions. To organize the educational process in educational institutions under universal requirements, State educational standards and curricula based on the competence approach for all subjects were newly developed and put into practice.

Education aimed at the development of competencies in teaching a foreign language subject can be the main factor in the development of an educated, spiritual, potential, competent person, and communicator who can apply acquired knowledge and skills in practice in the future. The competency approach is widely used in teaching foreign languages, which is based on the fact that it is not enough to give students knowledge, skills, and skills to master foreign languages, but it is necessary to gradually form the competence to apply knowledge, skills, and skills in different situations. After all, education is based on the competence approach in the words of M.Kh. Gulyamova, "... education is aimed at forming the ability to apply acquired knowledge, skills, and abilities in their personal, professional and social activities, to enable students to think independently, to have an active citizenship position, to be proactive, to use information and communication technologies wisely in their activities. acquisition, informed career choice, healthy competition, and general cultural skills.



N. Chomsky, the scientist who used the term "competence" for the first time (lat. competere - to be capable of something) believes that it is "a certain activity in the language, the ability necessary to perform more linguistic activities." According to N. Chomsky, "Competence is a set of knowledge, competencies, and skills oriented towards the activity in the process of using the language." At that time (1959) in the work of R. White, it was analyzed as: "Competence is a holistic concept based on human life motivation (motivation reconsidered the concept of competence)". J. Jalolov, G. Mahkamova and Sh. Ashurov defines the components of communicative competence (domestic model) in teaching a foreign language according to the six levels of CEFR: linguistic competence (language and speech units and the rules of their use), sociolinguistic competence (sociocultural, use of language in discourse), pragmatic competence (social, discourse, strategic and sociocultural). It is divided into types such as

A.T. Iriskulov states that communicative competence includes:

- 1) deep learning of language material;
- 2) sociolinguistic or sociolinguistic factor;
- 3) goal-directed agency.

M. Ruzmetova said: "Linguistic competence consists of speech and language competencies. Speech competence refers to the acquisition of skills in the types of speech activities - listening, speaking, reading, and writing, as well as knowledge of language material (phonetics, vocabulary, grammar). The linguistic competence of academically minded learners is the knowledge acquired from textbook materials, the ability to connect knowledge with practice, and the ability to achieve communication. The knowledge and skills given based on linguistic competence should be focused on the development of oral and written speech. L. Akhmedova defines linguistic competence as knowing the linguistic material (phonetics, vocabulary, grammar) and having sufficient types of speech activities (listening, speaking, reading, writing) to communicate with the representatives of the language culture being studied.

In the process of forming linguistic competence in teaching a foreign language, we:

- to convey to students the necessity of mastering a foreign language in their professional activities.
- to provide students with systematic knowledge about the techniques of effective communication in a foreign language;
- organization of activities with a sufficient volume on a certain type of speech activity in a foreign language (in practical training) on a communicative basis;



We consider it, important to pay attention to solving tasks such as internal (operational, i.e. students' self-management) and external (evaluative) feedback in intensive teaching of a second foreign language.

We believe that in the effective acquisition of a second foreign language by philologist-students, every stage of education should consist of aspects that allow them to acquire knowledge and skills in terms of linguistic and linguocultural characteristics of the language they are learning.

Practically, the textbook “Guess”, takes into account the students' acquisition of linguistic, sociolinguistic, and pragmatic competencies, practical exercises are performed in the topics of this section. In these exercises, written, oral, and project work tasks related to the comprehensive acquisition of speech activity are specially performed. These exercises help to effectively organize foreign language education. In addition, the lingua-didactic status of teaching English in general education institutions was determined.

To conclude, based on the above points, we believe that today's English language teaching is more important for people to express what they want through language than to master the language without practical mastery.

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