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## IMPROVING THE TECHNOLOGY OF THE COGNITIVE APPROACH TO THE FORMATION OF LEXICAL COMPETENCE OF PRIMARY SCHOOL STUDENTS IN ENGLISH

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### Abstract

This article is importance of lexical skills in the context of interdisciplinary relations as an integral part of the lexical competence of a foreign language is emphasized, their specificity and conditions of formation are described.

**Keywords:** lexical competence, lexical skills, vocabulary, dynamic unity, professional process, communicative competence.

Lexical competence is the ability of students to determine the contextual meaning of a word, to compare it with other languages, in which to distinguish a national feature for the culture of a particular nation. Vocabulary acquisition has a systemic formative value in the context of foreign language teaching. It is created on the basis that people communicate with each other using these meanings. Word perception and word usage are closely related to the processes of forming, shaping, and designing an idea using lexical means.

Humboldt said that It is obvious that the use of modern pedagogical technologies helps to take into account all the constructive conditions for increasing cognitive interest and positive motivation for studying a particular subject. In this regard, the role of didactic and technological methods and techniques increases; they must be used with a specific goal, accompanied by clearly formulated and understood tasks. The purpose of this study is to consider the increase vocabulary in the cognitive interest of primary school students through the use of modern pedagogical technologies. In order to achieve this goal, it is necessary to solve the problems associated with describing the practical application of pedagogical technologies that take into account the age characteristics of students in English teaching, their abilities and interests, namely: gaming technologies, technology of project training, technology of problem-based learning, ICT technologies and health-saving technologies.



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The formation of cognitive motivation of primary school students is associated with several educational problems: -identify the components of a competency-based approach to ensuring that students acquire knowledge in a person centered learning process; -design of the content, forms, means and methods of pedagogical process connected with cognitive activity; - pedagogical substantiation of teacher-student cooperation in this process, etc. "In the context of person-centered education," writes H. Tadjibayeva, a researcher at the UzPFITI, "the development of students' logical and critical thinking is of particular importance. Because the development of logical and critical thinking in students has a special impact on the provision of cognitive activity. Successful acquisition of the richness of the native language allows students to accelerate their mental development. Because the vocabulary of the mother tongue, in turn, is the basis for the development of thinking and cognitive activity in students. That is why the problem of ensuring the cognitive activity of primary school students is especially relevant." On the basis of the curriculum in the textbook "Reading book" for 4th grade, such as "Conversation on the topic", "Additional information on the genre of narration", "Working in groups". The model development of the lesson on the narration of "Tanbeh", which is intended to be studied in three stages, is aimed at the same goal. It is well known that practice in mother tongue education in primary school starts in the 1st grade and is one of the most widely used methods of teaching students to think independently.

It is generally recognized that information and communication technologies (ICT) help to effectively develop the skills of communicative competence, ensure active involvement in the educational process as well as adapt its participants to modern conditions of social interaction. It is impossible to imagine a lesson of English without the use of new technological information and communication tools. An important place in the activity is given to multimedia products. Note that multimedia technology is a technology that characterizes the way information is presented in the form of a combination of sounds, video, photos, etc. With appropriate equipment, and namely a projector, a computer and corresponding software, the most common multimedia type, a presentation, has almost unlimited graphic and colour capabilities, which allows presenting any material in the form of animations, colourful pictures, charts, graphs and diagrams, everything that arouses keen interest of the students, contributing to a better perception and qualitative assimilation of the educational material. For example, when learning new lexical units, pictures and



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animations shown on the screen allow you to associate a phrase or a word in English with an object or an action based on visual memory. It is possible to organize various educational and methodical games to better remember or revise previously learnt material with the help of multimedia presentations, thus combining different types of pedagogical technologies. To make the learning process cognitive and technological at the same time we can use computer training programs, such as flashcard games, which are as a rule aimed at memorizing lexical units and grammatical constructions.

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