

WAYS TO FORM LEXICAL SKILLS

Nuradinova Gulmira Muxiddin qizi

O'zMU Jizzax filiali

+998919409790

gulmiranuradinova@mail.ru

Annotation

Language is the main means of communication, without which the existence and development of the human community are impossible. without them, the existence and development of human society are impossible. The whole world is gradually becoming a single multinational community, which is primarily concerned with the process of globalization. We can say with confidence that the 21st century is the age of communication. Learning a foreign language is a long process and requires a lot of effort and effort. A foreign language is a means of communication, knowledge, information, and accumulation. In the modern world, learning a foreign language has dictated the need to master such types of language activities as listening and understanding, reading, and writing by a foreign language speaker.

Keywords: position, semantic attitude, cognitive, Homeland, culture, communicative, linguistic, aspect, articulation, and rhythmic intonation.

Introduction

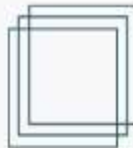
According to the requirements of the State Educational Standard, the basic curriculum of general primary education in grades I-IV is carried out through the curriculum and extracurricular work following the requirements of the sanitary and epidemiological rules and regulations [1].

The state standard of education for Primary general education determines not only compulsory educational disciplines but also compulsory subjects. The Educational Sciences component of the curriculum includes 10 Educational Sciences, among which there is also a "foreign language".

According to the standard, the foreign language in the school begins to be studied for 2 hours a week, starting from the II Class.

The state educational standard of general elementary education determines the requirements for the results of students who have mastered the basic educational program of general elementary education. Personal will and ability, including self-development of the students, development of learning motivation and cognition, a value-semantic attitude of the students that reflects personal positions, social skills, personal qualities; Formation of the foundations of civic originality.

The meta-theme, including the universal learning movements (cognitive, regulatory, and communicative) mastered by students, provides mastery of fundamental



competencies and science concepts that form the basis of learning ability. The system of basic elements of scientific knowledge based on the subject, including the experience of acquiring, changing, and applying new knowledge of students who have mastered the process of studying a scientific subject characteristic of this field of science, as well as the modern scientific landscape of the world.

Outcomes

1. To educate respect for citizenship, patriotism, human rights, freedoms, and duties: loving attitude towards a small fatherland, family traditions, state symbols, and mother tongue; elementary ideas about the cultural heritage of the *Kleine Heimat*;

* early experiences in understanding national values level of education;

* Cultural first experiences in dealing with communication and the ability to demonstrate native culture;

* first ideas about the rights and duties of the individual and citizen.

2. Cultivation of moral feelings and moral consciousness:

Basic ideas about moral norms and rules of behavior, including the moral norms of relationships between people in the family, class, school, as well as carriers of different cultures. The met scientific outcomes in this course are achieved primarily through the evolving aspects of foreign language teaching

· to develop the ability to communicate with others,

· to take on different roles within the framework of language needs and possibilities.

· Select the skill to develop students' communication skills.

· Adequate language and linguistic resources to successfully solve communicative tasks.

· Extension of the linguistic horizon.

· Development of cognitive, emotional, and voluntary spheres, formation of motivation for learning a foreign language.

· Mastering the ability to work according to various components of the UMC.

In coping with the cognitive (socio-cultural) aspect the second-year pupil must:

· find the United Kingdom of Great Britain and Northern Ireland on the map;

· Meet the most famous heroes of children's literature in English and popular literary works for children;

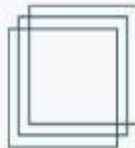
· Meet the most famous children's TV series and their heroes in the study language countries, as well as animated films and their heroes.

· In addition, the reader has the opportunity:

· to get acquainted with the peculiarities of British and American national and family holidays and traditions;

· Learn and memorize popular children's songs and poems.

Mastering the pedagogical aspect trains, the communicative skills of the students in the types of speaking activity. In reading, the 2nd-grade student masters reading technique i.e. learns:



* Graphics of word descriptions interact with their phonetic representation, paying attention to correct stress in words and sentences, the stress in general;

- read through transcription;

- read (learned) with the help of reading rules and with appropriate verbal stress.

2nd grade writing instruction includes mastery of writing as a means of expression using graphic symbols and mastery of initial writing skills.

Hearing is used primarily as a means of forming basic phonetic skills (articulation and rhythmic intonation). Students in the process of mastering listening:

Distinguish English by ear, combinations of sounds, words, and sentences. Distinguish the intonation and emotional color of the expression by ear.

- Understanding and understanding the language of the teacher and classmates in the process of dialogical communication in the classroom.

- Explain very small messages to readers using material they are familiar with.

- Young readers learn in the process of acquiring dialogue language in everyday communication situations as well as in connection with the folkloric work of reading or hearing children.

- Conduct a dialogue of etiquette: reply to greetings and greetings; get to know each other, introduce yourself and introduce your friend;

- To say goodbye; express gratitude for congratulations and congratulations; express gratitude in the process of joint activities; ask for forgiveness;

- Manners invite, thank / politely decline. Make a dialogue request with the questions: Who? What is it? When? where is it? About what? Why?

- Have an encouraging dialogue: send a request, agree or decline to fulfill the request; agree/disagree with the partner proposal; ask for help and offer your help, ask permission. Children in the assimilation of monological speech.

- Description of the picture, photo, and drawing on the given topic.

- Describe the animal, specifying the object, name, quality, size, quantity, affiliation, and location.

- ** Trial limited to a few lines **

- Briefly talk about yourself, your family, your friend, your pet, your favorite fairy tale/comic hero, your name, your age, where you live;

- Images, keywords, scheduled delivery of reading/heard text content;

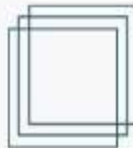
- play learned poems, songs, and rhymes.

Lexical skills and E. to determine the lexical minimum. G. Asimov and A. N. We turned to the dictionary of stylistic terms and concepts, which Shchukin edited [2].

They, in turn, give the following description of the Easter holiday.

"Lexical skill is an automated action of choosing a lexical unit that is consistent with the purpose and following the norms of combination with other units' ineffective speech, as well as the connection of automated perception and meaning in the receiving speech.

Lexical skill is based on the following operations:



1. translation of lexical unit from long-term to Ram (calling the word);
2. combination of lexical units with the preposition or the suffix;
3. determine the compatibility of the choice and combination of circumstance units".

The transitions revealed six stages of the formation of lexical skills:

1. In the process of word action quote; Perception; a sound image of the word is created, in the process of the first stage, the perception of the word occurs directly in its function;
2. Understand the meaning of this word;
3. Imitation of a word, repetition in a separate form (taken out of context) or in connection with a sentence;
4. A sign for the independent designation of objects marked with a word;
5. Connection between words, formation of a combination;
6. free use of the word in different contexts. [3]

According to him, the study of the Word should become more complicated when it comes to moving from step to step.

"The lexical minimum is the lexical units that must be studied by students during a given period of study.

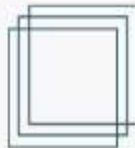
The quantitative and qualitative composition of the lexical minimum depends on the educational goals, the stage of the study, and the number of training hours allocated for language learning." [1]

In the study of methodological literature, we identified the following principles of lexical minimum selection:

- * statistics (frequency of selection criteria for words, distribution, use, necessity, or accessibility),
- methodical (the stage of training, the field of communication, and the subject are taken into account), linguistic (compatibility of words, the value of Word formation, non-methodical limitations, etc.).

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