

### **TEACHING COMMUNICATIVE LEXION IN PRIMARY EDUCATION**

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**Annotation:** This article analyzes the process of forming students' lexical skills, and also examines the functional approach to teaching the lexical side of foreign language speech. During the study, a set of lexically targeted exercises was developed and presented. The object of the study was the process of formation of foreign language lexical skills at the initial stage of schooling. Issues of developing lexical skills are covered in the works of many famous scientists. An analysis of the literature and practice of teaching foreign languages led to the conclusion that one of the main problems in the process of teaching vocabulary is the low level of development of lexical skills in many students. In the school education system, the traditional approach is more often implemented, which does not ensure the communicative nature of the lesson and the full involvement of students in the educational process. In this case, vocabulary is acquired without taking into account situations, and only then is it given situational relevance. The authors believe that the main disadvantage of the traditional approach is that the new words presented for learning are not significant for students either semantically or emotionally, since they are not in demand in the immediate communicative situation. The relevance of the study lies in the development of a communicative methodology for teaching vocabulary, which is most effective at the junior stage of teaching a foreign language at school. In the study, the authors used methods such as observation, comparison, experiment, measurement, description, formalization, analysis, generalization, analogy and classification. In the process of research, the key features of the communicative methodology for teaching vocabulary were identified: the gaming context of the activity; use of visual aids in the classroom; problematic orientation of educational and cognitive activity; communicative nature of the training; comprehensive development of students' personality in a foreign language lesson. The practical significance of this study lies in the possibility of using the specified methodology and set of exercises in educational institutions in order to optimize the educational process of teaching foreign language vocabulary.

**Key words:** foreign language, lexical skill, learning strategies, communicative, functional approach.

The study of pedagogical experience indicates that the problem of the formation and development of lexical skills is relevant in the process of teaching any foreign language: "A lexical skill is an automated action of choosing a lexical unit adequate to the plan and its correct combination with other units in productive speech and automated perception, and association with meaning in receptive speech" [1, p. 121]. The main difficulty in learning vocabulary is not memorizing the meaning of a word, but correct word usage, that is, the ability to correctly combine words according to the norms of the language. Often students "know" words, but cannot use them in an adequate communicative situation. The process of teaching the lexical side of foreign language speech in elementary school should be organized in such a way that students

constantly feel a clear speech perspective, that they need words to express specific thoughts and recognize them. It is important that what is remembered meets the need and is immediately reinforced by its satisfaction. It is the consideration of the psychological component of the content of vocabulary teaching that determines the motivation and success of mastering the dictionary. Therefore, when working with supra-lexical material at school, it is necessary to take into account the psychological problems of children of primary school age, as well as predict possible difficulties in mastering vocabulary.

It is worth noting that the effectiveness of teaching vocabulary significantly depends on the personality of the teacher and his creative potential. The teacher needs not only to impart new knowledge to students, but also to cultivate in students the desire to regularly enrich their vocabulary by reading books, watching films and listening to songs in a foreign language. Students should have the opportunity to apply their knowledge in everyday life and feel the practical value of their ability to use foreign language vocabulary.

The study examined a functional approach to teaching the lexical side of speech, identified the range of possible difficulties in working with vocabulary, and also considered the possibility of overcoming the identified difficulties through a set of lexically targeted exercises.

This approach, in contrast to the traditional one, implies reliance not on the language system, but on the system of speech means that functions in the process of communication. Moreover, all lexical units are acquired as functional units within the context of situations of their use, and not in isolation. In this case, the new word is learned in close connection with its speech function and with a leading role. A detailed examination of the functional approach to teaching vocabulary made it possible to highlight the following key features of the communicative methodology for the formation of foreign language lexical skills:

- game context of activity,
- use of visual aids in the lesson,
- problematic orientation of educational and cognitive activity,
- communicative nature of the training,

comprehensive development of students' personality in a foreign language lesson. - The most accessible way to form lexical skills in younger children. School children is to involve them in the context of gaming activities. Children perceive any game as entertainment, in which even weak students are happy to take part [9, p. 159]. The significance of the lexical game lies in the possibility of repeating a speech sample many times under conditions as close as possible to real ones. However, it is worth noting that any game must be thought out and planned in advance by the teacher in order to avoid negative consequences. Despite the apparent ease, an educational game should have clear goals and develop clearly defined skills and abilities.

In modern teaching methods, there are different approaches to the classification of games in foreign language classes [8, p. 76]. It should be noted that all existing classifications can be considered conditional, since each of them has some contradictions. Any game is based on the use of a complex of knowledge, skills and abilities that are difficult to separate from each other, especially in a communication situation. However, new problems bring forward new approaches to solving them, so we have developed our own methodological classification of lexical games. The basis for this classification was the degree of independence of students in foreign language

educational and cognitive activities. In accordance with this feature, we have identified the following types of lexical games:

algorithmized,

conditional communicative,

authentically communicative.

This classification will help the teacher choose the right game appropriate students' level of foreign language proficiency. During the study, we selected the most effective games, which were later adapted to the theme "Home Sweet Home" of the textbook Spotlight 3 (English in Focus. Grade 3) by N. I. Bykova, J. Dooley and others [3, p. 80]. Let us consider each type of lexical games in accordance with the proposed classification.

An algorithmic game is a student activity characterized by a strict sequence of actions defined within the framework of a game situation. An example would be the game "Cut and Paste". Each student is given a card with a picture of the room.

The pieces of furniture are shown just below, the student needs to cut out and glue the object to the right place, as stated in the task, for example: Put the lamp on the table. Games can be used not only directly in the lesson itself, but also as an interesting homework. Conditional communicative games are characterized by the communicative orientation of students, which is implemented within the framework of a speech communication situation specified by the teacher. To play the game "Hedgehog in the Fog," you need to prepare cards in advance that show different rooms of the house (bedroom, living-room, kitchen). One of the students plays the role of a "hedgehog in the fog." The teacher asks: "Here comes the fog, can you see, our hedgehog?" After this, the student closes his eye. The teacher shows the cards to the whole class, and the "squeak in the fog" asks specific questions: I can't see. Is it a bedroom? Is it a kitchen? The rest of the students answer the questions in unison. In this game, the student playing the role of a "hedgehog in the fog" asks the same type of questions, starting with the construction Is it...? and substitutes previously studied words. The game continues until the "hedgehog in the fog" picture disappears. Authentic communicative games are distinguished by a high degree of independence of students in speech activity and are of a creative nature. It is worth noting that this type of game should be appropriately used at the stage when the vocabulary is sufficiently well mastered by students. An example is the game "Let's Help the Explorer" based on the American educational animated series "Dora the Explorer". This game can be used to practice the construction there is/are in interrogative and affirmative sentences. One of the students takes on the role of "pathfinder"; the rest of the students must help the "pathfinder" complete the task. The "Pathfinder" comes to the board and turns to face the class. After this, a room furnished with furniture appears behind the student (on the projector screen or on the board). The Pathfinder must ask questions of his assistants. For example: Is there a table in the room? Are there chairs in the room? As a result, the "pathfinder" and his assistants describe the room using non-necessary grammatical material. The gaming context of educational activities is one of the most important, but not the only feature of this methodology. The acquisition of vocabulary at the junior stage of teaching a foreign language is ineffective without the use of visual aids [4, p. 245]. Pictures, photographs, cards and video fragments can be used both independently and in the context of a lexical game. Visualization can be used for various purposes: 1) as a method of semantization of new foreign words; 2) as a technique that promotes better memorization of language material. The use of illustrative and auditory clarity accelerates the process of forming strong connections and



associations between new words of a foreign language and corresponding concepts, images of objects and phenomena.

In modern methods of teaching foreign languages, the student and his interests are at the center of the entire teaching system [3; 5]. In accordance with this, the teacher must ensure the problematic nature of the lesson in order to awaken students' interest in new language material and stimulate their creative activity.

This can become an important part of the overall goal of the school to form each student into a versatile, educated and socially active personality. At the same time, the role of the student in the process of mastering knowledge and skills changes radically. The most valuable quality is not the perfect reproduction of the learned material, but the student's ability to independently obtain knowledge [7, p. 113]. At any stage of mastering a new lexical unit, the student must understand the purpose of his educational and cognitive activity, realizing to understand the meaning of the perceived linguistic phenomenon and its function in speech.

In order to confirm the effectiveness of the developed methodology, experimental training was carried out, which showed that the use of a functional approach to teaching vocabulary and introducing communicative methods had a positive impact on student results. The experimental study was carried out in the municipal educational institution "Fershampenoise Secondary School" in the Nagaibaksky district of the Chelyabinsk region for six weeks. For the most effective assessment of academic performance, 3rd grade students were divided into 2 groups: experimental (OG) and control (CG). Each group consisted of 12 people. It is worth noting that the division of students into groups occurred without taking into account their academic performance. Thus, in each group there was an approximately equal ratio of "strong" and "weak" students. During the experiment, we were guided by the goals and objectives set. When working with students, we used teaching strategies that corresponded to the standards of foreign language learning at this stage. As with any experiment, our study had variations.

variable and non-variable conditions.

The experimental conditions that were not varied for both groups were:

1. Timing of the study;
2. Lexical material for study;
3. Level of preparedness of students.

The variable condition was the method of developing foreign language lexical skills among the experiment participants. When teaching children in the CG, we were guided only by the exercises and tasks presented in the teaching materials (Spotlight 3). Training in the EG was also based on teaching materials; However, in addition, we applied a previously developed set of exercises within the framework of the communicative methodology for the formation of lexical skills. The educational process in the EG was accompanied by gaming activities and the widespread use of subject, illustrative and linguistic clarity. All vocabulary games were problematic in nature and were planned in advance by the teacher.

Experimental training took place in three stages:

1. Zero cut to determine the level of lexical skills of students in the EG and CG.

2. Experimental training using the developed methodology for identifying testing the correctness of the hypothesis. 3. Final summary to determine the level of effectiveness of experimental training.

The three-point recording system allowed us to reflect the exact level of students' vocabulary skills. In this scale, "1" corresponds to a low level, "2" to an average level, and "3" to a high level of development of lexical skills. Table 1 shows the average scores for the level of development of lexical skills in the EG and CG relative to the estimation parameters we selected at the zero-cut stage.

The data from the zero section in the EG and CG (Table 1) indicate that in both groups the majority of students have an average level of development of lexical skills.

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