



DEVELOPING PROFESSIONAL LEXICAL COMPETENCE AMONG MILITARY FIELD STUDENTS

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ANNOTATION

In this article, knowledge and skills in a competency-based approach are considered in terms of gaining experience. In modern pedagogy, the development of culturally related complex lexical competencies among military students is also discussed.

Keywords: competence, functional, lexical, grammatical, semantic, phonological, orthoepic communicative, professional;

INTRODUCTION

The idea of a competency-based approach to education is actively developing in the world of pedagogy. The preconditions for the formation of a competency-based approach were the emerging social order to train professionals who were flexibly linked to the changing realities of the modern world and the functional content of professional activity.

RELEVANCE OF THE TOPIC

The terms "competence" and "competence" are widely used today in many socio-pedagogical works, but these concepts are understood differently by researchers. An analysis of the quality of foreign language proficiency of cadets in military universities shows that most cadets have a low level of knowledge and ability to use them. At present, several contradictions can be distinguished: 1) the acute need of modern society for professional military personnel with a highly formed lexical competence and their lack in practice; 2) between the need to carry out carefully planned work on the formation of lexical competence among cadets and the lack of knowledge about the methods and means of effective organization of the process of formation of lexical competence in future servicemen.

The task of a foreign language teacher in the formation of lexical competence among military students is to ensure that cadets with a clear system of professional





knowledge, skills and experience use the professional dictionary as a basis for future mastery and use in all fields .

Modern researchers of the problem of formation of communicative competence distinguish the following types of it, which are formed in the process of learning a foreign language: lexical, grammatical, spelling, semantic, phonological, orthoepic. The process of forming lexical competence in the process of creating a language environment for military university cadets is closely related to the formation of other competencies.

The process of forming the lexical competence of students of a military university begins with the replenishment of their vocabulary. If certain terms are not sufficiently provided, a future military specialist will not be able to perform professional duties.

Ability is the ability to perform an action based on acquired knowledge and advanced skills. Lexical skills are the ability to apply formed lexical knowledge in practice, to move freely with different lexical units and lexical combinations of words.

The formation of lexical skill is possible only with a close combination and implementation of all stages. Ignoring one of them can make it difficult to use lexical items in communication. Thus, the successful assimilation of the phonetic image of new lexical units by the requirements of the military, their free combination with each other, their insufficient use in the process of solving speech problems create difficulties in using lexical units learned in communication.

The process of developing students' lexical competence in a foreign language course involves 4 steps, taking into account the specifics of the content and methods of teaching the subject.

In the first stage, military students get acquainted with the new dictionary, its sound and visual forms, determine the relationship between the new lexical unit and its meaning-translation in Russian. Cadets acquire the skills of recognizing new lexical units (lexemes) in the context of a given language.

The second stage in the formation of lexical competence involves the formation and improvement of skills in the use of mastered words by forming strong links between lexical units and their translation. At this stage, the constant use of the acquired vocabulary by incorporating lexical units into different phrases can significantly strengthen interlingual communication in students' thinking and memory. At this stage, the most effective means of rigorously defining the meaning of lexical units (terms) would be to use and engage them in a large number of different professional expressions that already have lexical units studied, which have only been previously collected. activates the dictionary. Rather, it is a recent successful mastery of the material.





The third stage of formation is related to the next stage of assimilation of the lexical unit of a foreign language as part of the phrase - its subsequent integration into use in various professionally oriented sentences. If the trainee has already developed a specific image and structure of the lexical unit and can easily manage the lexical units obtained in phrases of varying levels of complexity and number of words, the next step, in our opinion, is to gradually introduce the phrases into sentences. The student will have a picture of applying the acquired knowledge and skills in different language units. Successful acquisition of vocabulary at this stage not only allows the student to increase his knowledge, but also to expand and develop his linguistic outlook.

The fourth stage of assimilation of lexical units and the formation of lexical competence is important because we are approaching the main goal, the above three levels to solve it - the use of derived lexical units in certain communicative or verbal contexts are described. This can be a translation of a professional test in a specialty, a monologue statement on a given topic, a dialogic speech, and more. At this stage, students must demonstrate their knowledge and skills in using foreign language lexical units to successfully and effectively solve professional communication tasks, which requires students to use previously acquired speaking experience and learned speech tools .

Certain pedagogical conditions are required for the effective formation of lexical competence of military students in foreign language classes at a military university.

1. Learn regular expressions that allow you to quickly replenish your vocabulary with the right phrases. Collocations are "traditional combinations of words familiar to native speakers. Colloquia represent a typical lexical environment of a word." In other words, the choice of the latter is a phrase that depends on which word is chosen.
2. It is required to determine the professionally oriented context of the content of the material being studied. In order for cadets to competently and effectively organize the process of professional communication in a foreign language, training sessions should address a number of tasks related to mastering all forms of speech activities based on technical and military vocabulary.
3. The creation of a foreign language communication environment should be achieved through the introduction of educational communication, business games, trainings, project technologies, interaction of information groups in the electronic information environment of the university in the process of learning a foreign language. At the same time, providing students with the opportunity to review their lexical knowledge over and over again helps to develop relevant skills and competencies.
4. Military requirements should provide an opportunity to reflect and evaluate lexical knowledge and skills development activities.





CONCLUSION

The formation of lexical competence among students of military higher education is an urgent and necessary educational task. The high requirements for the training of military university cadets are related to the need to form a high level of lexical competence in future military personnel, which is necessary for solving speech and communicative professional tasks.

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