TEACHING VOCABULARY IN THE COMMUNICATIVE DIRECION AND LEXICAL SKILLS OF STUDENTS IN RUSSIAN LESSONS

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Annotation

In this article, the main goal of teaching the Russian language at all levels of education in the Republic of Uzbekistan is the formation of the communicative competence of students in Russian for work in everyday, scientific and professional fields in a multicultural world. Russian-speaking communicative competence is the ability to apply the knowledge, skills and abilities acquired in the studied foreign language in the process of communication.

Keywords: communicative competence, sociocultural competence, speech skills, lexical skills, lexical phenomenon.

1.1. Introduction

What is a competency?

Competences are divided into the following groups:

Linguistic competence refers to the mastery of language material (phonetics, vocabulary, grammar) and skills in the types of speech activity (listening, speaking, reading and writing).

Sociolinguistic competence allows the speaker to choose the desired language form, method of expression, based on a specific speech situation, communicative goal and desire. Sociolinguistic competence includes sociocultural competence, the ability to know the national characteristics of authentic speech: customs, values, rituals and other national and cultural characteristics of the country in which one lives, and to compare the language with the country being studied.

Pragmatic competence is understood as the ability to get out of difficult situations by repeatedly asking, apologizing, etc. in case of misunderstanding in a communicative situation in a foreign language being studied. In this standard, discursive competence is included in pragmatic competence. This competence involves the expression of thoughts in oral or written speech using appropriate linguistic means. Discursive competence refers to the ability to understand and interpret language cues while maintaining consistency in speech or writing.

The general methodological basis for the formation of conversational skills and competencies in the Russian language serves as basic scientific and practical information for the development of technology for the formation of lexical skills of communicative competence.

1.2. The importance of learning vocabulary.

It acquires the status of a model of teaching vocabulary in the educational process at the institute, and the scope of the concept of "learning model" includes the following educational activities:

1- The mechanisms of application (actualization) of the lexical phenomenon in speech practice are described;

2- A typology of the system of lexical exercises has been developed;

3- defined methods (techniques) for monitoring the level of formation of lexical skills;

4- Features of the use of lexical skills in the structure of communicative competence.

The theoretical model of teaching vocabulary manifests itself as an educational technology in the practice of language teaching. The modern technology of teaching the Russian language, teaching its lexical phenomena, based on the considerations expressed in didactic and psychological and methodological studies, requires compliance with the following scientific and methodological criteria:

☐ Distinguish productive (active) and receptive (passive) educational material in the system of local exercises (re);

☐ Prevention of potential lexical difficulties (prognosis);

☐ Immediate elimination of lexical errors (prevention);

☐ Maximize the learning process;

☐ Increase the efficiency of mastering the studied lexical material (optimization);

☐ Ensuring the actual application (inductive learning) of the lexical phenomenon in speech practice (communication).

We present these methodological criteria in tabular form in the form of text:

The educational material is modern in teaching the lexical phenomenon.

scientific and methodological criteria of technology

Criteria for lexical-event learning technology					
Differentiation	**Prognosis**	**Prevention**	**Intensification**	**Optimization**	**actualization**
define active and passive grammar	avoid difficulties	problem search	speed up the learning process an effort	increase the efficiency of studying the material	application of educational material in practice

Taking into account these scientific and methodological criteria, teaching the Russian language, in particular, teaching its lexical phenomena, means organizing the educational process based on the communicative method. It is known that the modern technology of teaching the Russian language in the direction of communicative competence positively differs from the traditional methodology in that it involves students in active verbal and mental activity and orients them to perform logical operations, such as analysis, independent conclusions.

1.3. Objectives

It should also be noted that lexical phenomena in the two languages (Russian and Uzbek) differ sharply. This imbalance arises as a result of interlingual and intralingual interference.

First of all, the first component of the "Vocabulary Learning Model" is the mechanisms for applying (updating) lexical events in speech practice. The first step in creating "actualization mechanisms" is a comparative analysis of the languages (native language, second language and foreign language) that are communicated in the minds of students.

(1) According to him, first of all, a linguodidactic analysis of the languages that communicate in the mind of the student is carried out;

(2) the studied foreign language phenomena are subjected to internal comparison;

(3) weighted identification of typical errors encountered in students' speech;

(4) linguo-didactic interlingual and internal comparisons of the language and typical mistakes are compared;

(5) As a result of theory and practice, a typology of difficulties is created.

1.4. Research Methodology

Two contradictory educational concepts that have developed in the history of teaching lexical phenomena (1) the study of vocabulary in the system and (2) its subordination to speech practice lead to confusion in the activities of foreign language teachers. Supporters of learning/learning in the system explain the methodology they have chosen as follows: by the nature of the thinking of younger adolescents, they think in categories; vocabulary learning helps to learn new concepts and rules; lexical language is a means of understanding the way of life of the studied people (people); helps to better understand the vocabulary of a foreign language and the system of the native language; knowledge of vocabulary develops thinking and so on. Proponents of teaching/learning Russian vocabulary for speech practice express their methodological views as follows:

In the early stages of learning the native language, communication is possible without the help of grammatical rules; Language owners also make a large number of lexical errors. This is not known to interfere with communication; bringing rules about lexical units that are not found (unstudied) in the speech of students, due to their non-verbal orientation, do not have a communicative meaning, even cause theoretical and practical confusion; knowledge of the vocabulary in the full system is not necessary for speaking skills; only errors that make it difficult to understand the content of speech should be corrected; learning/learning vocabulary is not the goal, only communication is needed.

Conclusion

Over the centuries, millions or more people have attempted to systematically learn the vocabulary of a foreign language. Teaching vocabulary in the communicative direction, i.e. in speech practice and for mastering speech, is one of the theoretically and experimentally proven issues in the methodology of teaching a foreign language. However, it cannot be said that this issue has received proper coverage in pedagogical practice. Even today, foreign language teachers continue to teach students the vocabulary that they learned "for themselves", since modern technologies for teaching vocabulary are not well developed.

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