

**LEXICAL COMPETENCE AS A LANGUAGE BASIS OF
PROFESSIONAL AND COMMUNICATIVE COMPETENCE OF STUDENTS
OF A TECHNICAL UNIVERSITY**

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Annotation. The article is devoted to the formation of foreign language lexical competence as the language basis of the professional and communicative competence of students of a non-linguistic university. The main concepts related to the lexical side of teaching a foreign language are revealed, attention is paid to the lexical component as the most important component of expressive and receptive types of speech activity, the levels of formation of lexical competence are presented as the necessary stages of its phased development.

Keywords: vocabulary, lexical unit, lexical skills, lexical competence, professional communicative competence, lexical competence.

As we know, the modern concept of higher education involves the organization of the educational process based on a set of key competencies that are of a general cultural and professional nature and are necessary in the relevant areas of activity. The qualification requirements contained in the state educational standards of higher professional education of new Uzbekistan assume the possession of all types of speech activity in a foreign language in the professional field on various topics and are defined as a mandatory result of mastering the disciplines of the humanitarian, social and economic cycle.

The tasks facing students in modern conditions are formulated as mastering all types of speech activity based on professional vocabulary, as well as mastering professional communication skills.

These requirements for a university graduate are dictated by the need to form a high level of professional communicative competence among future specialists, which is unlikely without the knowledge of foreign professional vocabulary.

Foreign language lexical competence is the linguistic basis of professional communicative competence. They can be considered as a dynamic unity: lexical competence is formed in the process of communicative activity of students, and communicative competence is improved as lexical competence develops, i.e. their formation is interdependent.

Professional lexical competence is an integrated concept that expresses the ability to apply the appropriate vocabulary, skills and abilities formed on its basis, cognitive speech experience in various situations related to the future professional activities of students.

Considering the natural integration of the lexical component into the structure of the language component of communicative competence, the latter assumes the knowledge, skills and abilities necessary to understand a foreign language participant in the dialogue and generate their own model of speech behavior that is adequate to the goals and situations of communication.

It requires knowledge of the basic concepts of linguistics (styles, types, ways of connecting sentences in the text, etc.), skills and abilities of text analysis and communicative skills proper, i.e. verbal communication skills in relation to various areas and situations of communication [1]. Communicative competence is the ability to realize linguistic competence in various conditions of speech interaction, taking into account social norms of behavior and communicative expediency of the statement [2].

In the process of forming communicative competence, the leading component is speech (communicative) skills and abilities, which, in turn, include skills and abilities in all types of speech activity, both expressive and receptive.

The emphasis on the lexical component as an integral component of all types of speech activity is based on the results of studies confirming that when determining various parameters of learning and learning a foreign language and clarifying the nature of the relationship between them, very high correlations arise in relation to the assimilation of vocabulary and other learning parameters [3].

Vocabulary is understood as a set of words and associations of lexical units similar in function to them. The latter are words, set phrases or other units of the language that can nominate objects, phenomena, their features, so the concepts of "lexical unit" and "word" are synonymous and are interchangeable in this context.

Literature in the specialty serves as the basis of professional vocabulary, and we can talk about the assimilation of certain vocabulary by students in the professional field, in the area of their specialization - vocabulary, which largely consists of terms.

Within the framework of this article, the interpretation of the concept of "terminological vocabulary" is important, which is defined as a set of emotionally neutral words that give clear concepts regardless of the context, are characterized, as a rule, by a single meaning and are used in the field of professional activity [4, 5].

Against the background of the given definitions and accentuation on the lexical component of the linguistic basis of communicative competence, it seems necessary to semantically differentiate the concepts of "language competence" and "lexical competence" due to their interrelation and interdependence.

In the traditional interpretation, the essence of language competence is a set of certain elements that are interconnected. Language competence is determined as a set of knowledge, skills and abilities that are realized in the process of activity (communication), and the ability to transform information in accordance with personal communicative tasks, as a set of rules for

the analysis and synthesis of language units that allow you to form and analyze sentences, use the language system for communication purposes.

Unlike linguistic competence, lexical competence is a set of lexical knowledge, skills and abilities that determine the ability of students to find the contextual meaning of a word, compare the volume of its meaning in two languages, and use the word in the appropriate context. In other words, this is the ability of students to organize and interdependent actions with lexical units, aimed at learning vocabulary; this is mastering the meaning of a lexical unit, its graphic design and pronunciation, knowledge of the grammatical forms of a word and the rules for combining with other lexical units.

Despite the presented definitions, the concept of "lexical competence" would be incomplete if it covered only lexical knowledge, skills and abilities, therefore, being a complex structural formation, lexical competence also includes the language, speech experience and personal qualities of students [6].

In the formation of foreign language lexical competence, some researchers conditionally distinguish several levels, under which they consider the process of forming the ability of students to solve communicative tasks related to the practical use of foreign language vocabulary in speech activity based on acquired knowledge, skills and abilities.

V.D. Chernyak, characterizing the lexical competence of a native speaker, speaks of the following features by which one can determine the level of its development: "by the level of possession of the lexical norm (knowledge of the semantics, functionality of the word, its derivational potential, taking into account the connotative-pragmatic background in the communication process) and by the degree freedom to operate with a word, manifested in the process of communication" [7]. In general, this description can be attributed to the foreign language lexical competence of students.

The level of development of communicative competence and, in general, the communicative abilities of students are largely determined by the potential of the lexical reserve. It is he who provides the freedom and efficiency of communicative behavior, the ability to fully perceive and activate incoming information.

According to A.N. Shamov, the formation of lexical competence begins primarily with the accumulation of empirical knowledge - observations of the functioning of lexical units in different communicative contexts (oral and written) [8].

At this stage, the presentation and semantization of new vocabulary is organized - students get an idea of the sound and graphic image of a lexical unit, links are formed between a foreign word and its meaning. Students acquire the skills of identifying lexical units in the presented communicative situations.

The second level of formation of the lexical competence of students involves the formation of skills for the use of the studied lexical units, the establishment of strong links between lexical

units and their meaning. Speech training of the studied vocabulary at this stage contributes to the consolidation of the primary skills of using words in a given communicative context.

The communicative background of the exercises offered at this level consistently reveals the range of application of the studied lexical units, illustrating their communicative capabilities.

The third level of formation of lexical competence is associated with the acquisition of theoretical knowledge about the lexical system of the language being studied, i.e. expansion of students' linguistic experience.

This level involves the formation of skills for students to establish the features of the form, structure and meanings of the word, contributing to the creation of stronger verbal-semantic connections. At this progressive level, the formal side of the language being studied is mastered, which contributes to the development of the philological outlook of students.

The final, fourth, level of formation of lexical competence involves the development of skills in the use of lexical units to solve various communicative tasks, i.e. tasks, the solution of which requires students to use previously studied or studied language tools and individual speech experience. This level of competence is associated with the implementation of practical actions with foreign vocabulary and is aimed at solving various communicative tasks in accordance with the conditions of communication, assuming the use of the language knowledge, speech skills and abilities necessary for this.

In the process of forming a foreign language lexical competence in a non-linguistic university, the emphasis on interdisciplinary connections is relevant as a condition for the effectiveness of the formation of the corresponding competence, which implies the professionalization of education in the sense of reflecting the specifics of the university or faculty in its content component. Taking into account the factor of interdisciplinary connections, the foreign language professional lexical competence of students is a set of knowledge, skills and abilities formed in the learning process, as the ability to independently use activated vocabulary in oral-speech interaction, which is based on previous mental activity (the results of mnemonic work), expressed in the presence of knowledge and skills in certain disciplinary aspects, contributing to the formation of stable verbal-semantic connections, which are the result of associative-mental activity in the temporal aspect.

Interpreting foreign language professional lexical competence as a certain quality possessed by the subject of educational and cognitive activity, this competence can be defined as a resource quality that provides a special type of organization of knowledge and experience of students, which act as the basis for the progressive formation of professional communicative competence. This quality is manifested in a professionally oriented intellect, in the ability to attract and correlate professional language knowledge, to apply the appropriate skills and abilities to implement the content of verbal structures in the process of oral interaction.

In this regard, in the context of interdisciplinary connections, as a conditioned factor of the corresponding influence, it is necessary to single out the quality of the complex associativity

of lexical skills and abilities as integrated components of foreign language lexical competence, formed on the basis of interdisciplinary connections, as an essential feature and a predominant feature of the corresponding skills and abilities.

The quality of the complex associativity of lexical skills is based on the transfer of semantic associations that exist both in the speech and cognitive experience of students to these conditions of educational and cognitive activity and is a distinctive property of lexical skills formed on an interdisciplinary basis. Complex associativity as a predominant feature finds its effective manifestation in strengthening such properties of lexical skills as awareness, which implies the implicit presence of a rule in the minds of students and the ability to refer to this rule in case of difficulty, and stability in performing the required operations, which is due to the strength of the corresponding temporary connections as complex functional structures that underlie speech-cognitive activity and through which psychophysiological reactions to verbal stimuli (language units) are carried out.

The condition for the formation of such skills and abilities is the use of the mechanism of analogy and comparison, involuntary memorization, the regularity of the sample entering the brain of students, the complexity of assimilation (a combination of auditory, visual and motor images), and meaningful imitation.

The formation of foreign language professional lexical competence is one of the important areas for improving the quality of students' language training. Professional vocabulary is the main component of both expressive and receptive types of speech activity, and if students have mastered or, more importantly, learned to master the lexical material of a professional orientation. And can use it in various situations of professional interaction, then we can say with a certain degree of certainty that students have mastered both knowledge of vocabulary and skills and abilities in all types of speech activity.

In order for students of a technical university to achieve a high level of formation of lexical competence, it seems necessary in the course of the educational process to ensure the sequence of the relevant stages of its formation and implement the work on organizing the assimilation of lexical material on the basis of interdisciplinary connections applied taking into account the linguistic features of the language material, as well as cognitive, verbal and learning activities of students.

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