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READING TEXTS ARE THE BASIS OF DEVELOPING LEXICAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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ABSTRACT

This article focuses on the development of lexical competence of future foreign language teachers in the process of professional training: reading literary texts, working with vocabulary, reading works rich in different plots, linguistic, grammatical, linguistic-cultural, stylistic, is devoted to the importance of the role of literary works, which are permanent custodians of socio-cultural information.

KEYWORDS

Future foreign language teachers, professional training, lexical competence, linguistics, linguistic-cultural, text, reading.

INTRODUCTION

Organization of the training process of future foreign language teachers in our country based on international qualification requirements, training of future English language teachers based on advanced foreign experience, training of experts who can communicate freely in foreign languages, the

normative basis for wide use of the achievements of world civilization was created and the material and technical base was enriched. In the new decree on the development strategy of Uzbekistan for 2022-2026[1], the priority task is to improve the quality of education, train highly qualified personnel in line with the modern

needs of the labor market, as well as introduce international educational standards and evaluate the quality of higher education institutions. Improving efficiency was set as a priority task. As a result, the possibility of teaching languages integrated with subjects in higher education institutions has expanded.

The main results and findings

Home reading, which is an independent method of teaching a foreign language in higher education institutions, has not been fully studied and it has not been determined that it has the required didactic potential. It is known that artistic texts are of special importance in teaching a foreign language. M.K. Borodulina believes that "artistic works are a priority example in learning a foreign language following the norms of the literary language" [2; 154-b]. The literary text provides an opportunity to observe the presence of language in the speech of the author and his characters, observe the methods of expressing thoughts in a foreign language, and directly perceive the meaning of what is being read.

According to V.P. Rudnev, although fiction is not a reflection of reality, it is "a reflection of speech activity specific to the national language culture belonging to the author. The material of artistic prose is ordinary speech activity, i.e., the artistic text reflects the real modern speech activity of native speakers and is characterized by saturation with national-specific

concepts, socio-cultural conditions of reality in a foreign language" [3; 53-b]. The linguistic form of the text is a vivid example of the use of language tools to express the author's goals and thoughts.

Viewing language as a culture means that it is appropriate to refer to fiction. We believe that well-targeted "texts for reading" can be an effective factor in increasing the vocabulary of a future teacher. This situation, in turn, undoubtedly increases students' desire to learn a foreign language as a future specialist. Teaching the future professional language based on the study of literary texts of modern authors has the following positive aspects. First of all, it should be noted that reading works of art serves the personal development of students, the development of high moral qualities, critical thinking, and a firm life position. It cannot be denied that literary works are masterpieces of the culture of a certain country, affecting the main ontoanthropological problems of the studied language culture and time [4; 8-b].

A literary work that is a permanent storehouse of various linguistic, grammatical, linguo-cultural, stylistic, socio-cultural information significantly enriches the worldview of students, increases their linguistic level, provides material for independent conclusions and generalizations, and contributes to the field of language education. Lajak develops professional thinking of specialists.

According to N.M. Ahmedova, working with real texts in the audience allows to create situations as close as possible to the professional sphere, to understand the professional reality in the country where the language is studied, and to develop the correct ideas about the professional culture in the country. The use of authentic (original) texts is one of the main factors for students to move freely in a professional environment in a foreign language, to apply their knowledge, skills and abilities in a specific life situation[5; p. 75].

Works used as home reading, devoted to the most pressing problems of the past and present, rich in various plots, create psychological conditions for students' speech, improve oral speech, skills and abilities of future professionals. serves as a basis for development. And finally, reading fiction, which is especially important for us, stimulates the student's mind to constantly repeat lexical units in a new context, as well as to combine already learned grammatical structures with new lexical material. Such repetition of lexical units creates a convenient opportunity for strong acquisition of vocabulary and its future use by students.

In the process of developing the professional lexical competence of future foreign language teachers, viewing the text as the main basis (basis) is based on a number of factors[6; p. 21]:

- "text" is a type of oral speech, which includes verbal and non-verbal intellectual processes performed to organize meanings during the speech process, both as a means of information for communication and as a means of linguistics works as a basis;
- communication through the text is a complete form of information, therefore the text serves to develop the language and speech competences of the student;
- Through text, you can organize different types and forms of work.

In home reading classes, graphic texts of various genres and styles of communication, suitable for the language of education, showing any foreign language culture, are a source of information.

It is known that working on the text in the process of studying at home has different goals in the educational institution of pedagogy, and accordingly, the text also performs different tasks, which are as follows: assimilation of lexical and grammatical material; development of oral and written speech; linguistic observations and expanding linguistic knowledge; motivational tools for learning a foreign language; a means of achieving the goal of learning, that is, a second language works as a means of personality development.

According to I.B.Utayeva, it is possible to present grammatical material to a foreign language in 2 different ways. These methods are as follows[7; p. 74]:

1. Using the lexical method.
2. Using models.

Grammatical events that are rare in the language are explained by the lexical method. According to this method, students are introduced to specific grammatical phenomena and the translation, meaning and application of these phenomena are shown.

Explaining the grammatical phenomenon with the help of models is a common method in methodology. The model means the potential, abstract, minimal representation of the language being studied, which is represented by conditional signs that meet the requirements of phonetic, lexical, and grammatical norms.

In order to study the specific features of language in the field of foreign language teaching practice and professional pedagogical activity, it is important that we turn to the theory of text comprehension from the perspective of psycholinguistics.

The process of understanding the text requires hard work, as a result of which the main idea is extracted from the broad information, the received message forms a certain set of meanings for the receiver. This happens by compressing the message into a semantic

theme, a kind of internal code equivalent to the perceived textual content.

V.I. Narolina [8; p. 45] believes that before understanding the text, it is necessary to determine the contextual meanings of words, as well as to understand their syntactic structure. Yu.N. Karaulov emphasizes that it is necessary to know the vocabulary well in order to understand the texts correctly: "Behind the understanding of the text is the student as a listener, and the understanding usually occurs through the "language-concept" channel: symbols are used in the process of understanding the text. changes and recreates the standard understanding of the text" [9; p. 204].

Despite many studies, scientists have not agreed on the nature of understanding. Understanding is considered from two sides - as a process and as a result, as a result of the process. In the process of understanding, thinking, memory, ideas, recovery and creative imagination, emotional-volitional and other mental processes, characteristics and abilities of a person are combined into one node. Revealing the semantic content of a work of art is related to the following mental operations: comparison, prediction, estimation, analysis, synthesis, induction and deduction, critical thinking, abstraction and concretization, etc., which shows the progress of the understanding process. It is a multidimensional

thinking process, including mnemonic activity (remembering).

Thus, the process of understanding the text is a purposeful interaction between the text itself, internal and external factors, passing through the prism of the student's values and personal experience. It is our task to teach the future teacher to correctly understand and learn professional vocabulary based on pedagogically oriented texts.

It cannot be denied that the reality of a foreign language is not always reflected in an artistic text. Nevertheless, we cannot agree that in an artistic image there are always generalizations of other cultural realities of life, national mentality, specific features of speech behavior of a representative of a certain social class, a certain profession.

It should be noted that reading literary texts in a foreign language is associated with a number of difficulties. Practice shows that during the reading process, some language phenomena pose special difficulties for the student: they are colorful stylistic lexical units, ambiguous words, idiomatic expressions, phraseological verbs, realias, slang expressions, is "non-equivalent vocabulary". What are the criteria for choosing texts for home (independent) reading? In our opinion, the listed language phenomena should not be completely excluded from the text, as this deprives it

of expressiveness and originality, as well as spoils its aesthetic perception.

We understand that working on a pedagogy-oriented text, which is composed of professionally important content, meets the professional interests of students of pedagogical universities, is the main unit of developing the professional lexical competence of a future foreign language teacher. Now we will answer the question of the technology of working on real text in words.

Working with lexical units of speech is always in the focus of foreign language teachers of higher educational institutions. Knowing a word requires understanding its sound and graphic forms, meaning (or meanings if the word is polysemous), and usage.

Since the amount of polysemous words in English is very large, the future foreign language teacher should learn all the meanings. It activates such functions as mastering the dictionary meaning of the word, remembering, multiplying them, learning the meaning of the word by memorization. The effort spent on acquiring words is, first of all, the need to express the speaker's thoughts, as well as their characteristics, whether or not they correspond to the meaning in the native language, concrete/abstract concepts. that it has is determined by its importance in the speech.

E.I. Passov In order to effectively develop lexical competence, recommends successful performance of

all communicative-cognitive tasks and the implementation of specific goals and motives of communication. asserts that it shoots and establishes a strong interest [10; p. 47].

The stages of development of professional lexical competence of a future foreign language teacher can be described as follows:

-PLC (professional lexical competence) development technology stages

-Perception stage: selection and grouping of new lexical units of professional texts

-Semanticization stage: focusing on the main information, recognizing and understanding the semantics of lexical units and forming the first concept.

-Automation stage: differentiation and identification (separation); change by imitation; prediction; reduction and expansion of associative (organized) connections, etc.

Creative stage: modeling of professional conditional situations of communication (plot, thematic, changing, controversial, problem search).

CONCLUSION

Thus, such stages form the basis of the technology we have created for the development of the professional lexical competence of the future foreign language teacher. For the effective development of lexical

competence, the importance of the successful performance of all communicative-cognitive tasks of speech activities and the realization of specific goals and motives of communication was determined above, so in special literature it has been repeatedly noted that the main stimulator of speech thinking activity is the task of speech thinking, because it arouses interest in speech activity 'shoots and establishes strong interest.

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