

## Key Factors of Teaching Vocabulary in Foreign Language Classes

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### ABSTRACT

This article discusses some issues of vocabulary teaching in foreign language lessons at the initial stage. The most effective methods and techniques for the formation of lexical speech skills at the initial stage of learning a foreign language and analyses of method sare examined in the article.

**KEYWORDS:** educational process, speech skills, learning efficiency, analyze, vocabulary acquisition, active vocabulary minimum, receptive and reproductive, curriculum.

General educational institutions are focused on improving the quality of the educational process and the effectiveness of learning a foreign language. During the 20th century, linguistics, psychology, methodology and didactics solved a number of interrelated general problems of foreign language proficiency and mastery by students of different ages and educational levels. It was established, in particular, an important problem for school and university methodology: the assimilation of vocabulary is a process, the features of which are not sufficiently clarified. Some words and phrases are easy to memorize, others require special exercises to master.

But with differentiated work, students can master an active lexical minimum. Methodologists of foreign languages have developed certain foundations of teaching methods for all types of foreign language speech activity, pointed out a number of important theoretical provisions that contribute to the creation of different methods for active and passive mastery of a language, prepared dictionaries for secondary schools, textbooks and programs in which language is subdivided. The material intended for active and passive assimilation, substantiated the need to use different types of exercises - receptive and reproductive - for teaching oral speech. At the end of school, students must know a certain number of words prescribed by the curriculum. If a student can perform the equivalent of a word in their native language, does that mean they know the word? Apparently, yes. But does this mean that this student will be able to correctly use the same words when expressing his thoughts? Most probably not. If a student, seeing a foreign word, recognizes it, but does not understand the meaning, and if he remembers the meaning of the word, then only after reflection, does this mean that he knows the word? Yes, he knows him. But is this knowledge enough at least to read the text, not to mention foreign language communication? of course not. Just as when reading, it is necessary to instantly recognize a word and be aware of its meaning, so for speaking it is necessary to automatically quickly recall a word that is adequate to the plan and combine it with other words. This is something more than knowing the word; it is mastering it. It is based on lexical skills. We must constantly remember that the desired goal should be mastery of words, not their knowledge. Therefore, it is better to say this: he must own such a number of words, regardless of what type of speech activity these words are necessary for.

Taking into account all of the above, we can say that vocabulary in the system of language means is the most important component of speech activity. This determines its important place in every foreign language lesson, and the formation of lexical skills is constantly in the field of vision of the teacher. But, despite some progress in teaching active and passive language proficiency, a holistic theory of two different aspects of language proficiency has not yet been created and ways to achieve such proficiency in the learning process have not been developed. Therefore, this problem is relevant today. Vocabulary in the system of linguistic means is the most important component of speech activity: listening and speaking, reading and writing. This determines its important place in every foreign language lesson, and the formation of lexical skills are constantly in the field of vision of the teacher.

What is vocabulary itself? Vocabulary is a collection of words (vocabulary) of a particular language. The words that a person uses in his speech practice, oral and written, make up his active vocabulary. The richer and more diverse a person's vocabulary, the easier it is for him to use the language. The main goal of teaching lexical material is to develop students' lexical skills as an essential component of expressive and receptive types of speech activity. There is a scale of proficiency in a foreign language for reception, production and interaction, which gives an idea of what younger students should be able to, starting to learn the language. Below we are going to discuss those skills in detail:

- Receptive skills: Learn familiar words and basic phrases related to the environment.
- Interaction skill: Interact in plain language, but communication depends on the strategy of repetition, paraphrasing and repetition; ask and answer simple questions; respond to simple statements in familiar areas.
- Productive skills: Produce simple phrases and sentences about people and their location.

Lexical skills are characterized by greater awareness, which is manifested in the choice of words, in their combination with other words and depending on the purpose of communication.

Also, the language lexical skill is highlighted: operations on the analysis of words, word formation, construction of word combinations.

A number of reasons explains the increased attention to this aspect of foreign language speech:

- the content of the statement primarily depends on the degree of proficiency in vocabulary;
- the vocabulary to be learned is not homogeneous in its psychological, psycholinguistic characteristics;
- the acquired lexical minimum should be considered as basic (pivotal) vocabulary;
- skills in the use of linguistic units, material at the lexical level are an important component of such types of speech activities as listening, reading and speaking;
- there is a need to work on the systematization of previously studied lexical units.

From a methodological point of view, the complex process of mastering a foreign language vocabulary includes many components: presentation, explanation, various exercises for training and application, control over the process of formation and formation of lexical skills. The lexical rules play an important role in the development of mechanisms for the lexical

design of an utterance. The complexity of the problem of lexical rules requires consideration of such factors as the legitimacy of the selection of lexical rules, their content and organization in training. To solve the questions posed, units of the lexical minimum and units of learning are allocated, for which lexical rules are needed.

According to some scientists "educational lexeme-semantic unit:

- is aimed at teaching and as such already contains the beginnings of a methodological typology;
- is focused on the speakers of another (specific) language and, therefore, takes into account the conceptual and semantic grid characteristic of a different linguistic society;
- by its nature it is already a selective unit, that is, a lexical unit passed through the "sieve" of elementary selection".

In terms of expression, an educational token-semantic unit can consist of one, two, three or more words, up to a sentence; can be a simple, complex, derivative, abbreviated and converted word. In terms of the content of the meaning, educational lexeme-semantic units are very heterogeneous: these are basic, additional, normative-direct, figurative-figurative, connotative, style-register, socio-areal, onomastic and other meanings.

Selection principles are indicators of various functional characteristics of lexeme-semantic units. Their service function helps to highlight the principles of word-formation value and combat ability. The semantic function of educational lexical-semantic units is revealed due to the principles of semantic and thematic value, prevalence, stylistic unlimitedness and polysemy, compatibility and exclusion of synonyms. The correct choice of the method of semantization, selection of examples of use, highlighting differentiating features, training and practice, systematization and typology of educational lexeme-semantic units, that is, all methodically expedient actions and explanations, depends on how competently the teacher comprehends the features of each educational lexeme-semantic unit for the formation of lexical mechanisms.

When determining the content and role, lexical rules, it is also necessary to take into account data on the formation and qualities of the corresponding foreign language from the position of an active approach to learning. In the interpretation of E.I. Passov, "a skill can be defined as an independent relative action in the system of conscious activity that has become this activity." Active lexical skill involves mastering a number of operations, such as transferring educational lexical semantic units from long-term memory to operational memory, combining words in meaning and form according to certain schemes, replacing a free position and using them in oral and written forms of communication. Since the systems of concepts in different languages do not coincide, when studying a foreign language, it is necessary to learn a new system of concepts simultaneously with the form of a word, which always requires clarification. Educational lexical-semantic units should be united by the term "lexical rule", and its constituent quanta according to the theory of P.Y. Galperin. The modern methodology considers it possible to classify all methods of translation and uninterrupted semantization of words into the category of lexical rules.

A special problem is presented by the rules of word formation, which researchers cannot "divide" between grammatical and lexical. Combination mechanisms are extremely important and rather complex: the semantic compatibility of units and the syntactic formulation of word

combinations. The lexical meaning of nouns and their compatibility are inextricably linked due to a certain volume and specificity of the lexical meaning of words. The compatibility of lexemes is determined by the individual meaning of words, linguistic traditions and habits of the people. So, when working on a foreign language vocabulary, one has to overcome a complex of difficulties associated with the content, form, use of a word, the length of the synonymous row, take into account intra-lingual and inter-lingual interference, and much more.

The general requirements for lexical rules will be as follows:

- lexical rules include explications of a different nature and different levels;
- explanations are given in different ways for active lexical skills and for passive lexical skills;
- compulsory explication in the lexical rules are subject to the meaning of the word, form formation, levels of compatibility are presented, the use is demonstrated in examples;
- lexical rules are based on comparison-collation at the interlanguage and intralanguage levels;
- lexical rules and their constituent explications are "deduced" together with the students heuristically;
- among the lexical rules, one should distinguish between rules-instructions for the recognition and use of single educational lexical-semantic units and rules-generalizations that systematize the features of certain groups of lexical units;
- lexical rules are presented in various formulas: in model phrases, in situational contexts or illustrations, in instructions for action, in algorithms. All components of a lexical skill should be taken into account both when introducing lexical units and when forming the corresponding skill in the process of working with a dictionary, with text, lexical exercises, when activating vocabulary in a foreign language.

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