



FORMATION OF A LEXICAL MINIMUM AT THE MIDDLE STAGE OF LEARNING IN ENGLISH LESSONS

Akhmedova Mahliyo Toshtemirovna

Karshi Institute of Engineering and Economics

Teacher of the department of Uzbek language and literature

ANNOTATION :In this article, the author shares his experience of working with children at the middle stage of education on the formation of lexical skills in foreign language lessons.

KEYWORDS: English language, education, lexical minimum, skill, method.

INTRODUCTION

The purpose of studying and teaching foreign languages is the development of oral and written forms of communication, then the possession of the vocabulary of a foreign language in terms of semantic accuracy, synonymic richness, adequacy and appropriateness of its use is an essential prerequisite for the realization of this goal. The formation of lexical skills and abilities involves not only taking into account information of a formal structural nature, but also knowing the situational, social and contextual rules that native speakers adhere to.

MATERIALS AND METHODS

It is known that for the compilation of a school dictionary as a whole, three principles are applied: semantic, compatibility and stylistic infinity. These three principles are universal and generally accepted; they are closely related, but since the English language is lexically enriched, not all words can be brought under these principles. It often happens that certain words that are not subject to selection according to these three principles go unnoticed among the variety of vocabulary. And therefore, when selecting lexical material, the teacher should build on other additional, but also important principles:

- the principle of ambiguity;
- derivational value;
- combat ability;
- frequency.



When selecting vocabulary, the teacher first of all uses the principle of semanticization, since first the vocabulary is selected according to a specially developed topic.

This textbook is divided into units, at the end of which a list of vocabulary on the topic as a whole is presented, and, based on it, children can freely build a monologue statement, since this is still a kind of plan. The children get an idea about the hearts in English, and, therefore, they can easily communicate on this topic.

RESULTS AND DISCUSSION

Also, when choosing vocabulary, the principle of ambiguity would be affected. So, in English, the word conductor has several meanings: conductor and conductor. Using a linguistic guess, the children immediately realized that the conductor is not a conductor, but someone else, since there are conductors only in transport, and not in the theater.

The principle of internationality was also used. So, the word violin is presented in two versions: American and British - fiddle, violin.

This principle helps very well to enrich the vocabulary of children.

For example: – Tell me, what musical instrument does Merry mind play?

- A violin!

– Yes, but we know another variant of this word.

- A fiddle!

So, we can conclude that with the help of these principles, students will develop a good vocabulary, which will give them the basis for further improvement of both speech and language skills, which means that learning a language will always be a joy.

Analysis of the work on mastering the active and passive vocabulary.

Having considered the basic principles, we can begin to analyze the work of mastering the active and passive vocabulary. As already mentioned, this text book allows students to have a good lexical base for further improvement of the language. The book presents various exercises that involve both active and passive vocabulary on a specific topic. In this case, special terminology, the names of musical instruments, which may not be useful in life, but will be useful for expanding the horizons of children, can be added to the passive.

Since at the middle stage of education it is supposed to read original texts of different styles, students should develop receptive lexical skills - to guess the meaning of unfamiliar words by understanding the meaning and content of the text. Therefore, the work of



mastering the passive vocabulary is very important, since one should by no means write off difficult words related to this topic. So, for example, in the textbook there are exercises that involve reading aloud and then translating a new word in various phrases and sentences:

to mend [mend] (v): to mend shoes, to mend the roof of a house. Granny, could you mend these socks for me? Oliver often mended toys for his little brother. We often mend something that has a hole in it. Do you know how to mend a clock?

a bargain ['ba:gin] (n): a good bargain; to be a real bargain, to make a bargain, bargain prices. Let's shake hands on the bargain. I promise to keep my part of the bargain. Olga bought ten books instead of five: they were a bargain!

noble (adj): a noble man, a noble profession, noble behavior, a noble action, a noble character. Someone who is noble is honest, brave and unselfish. In this book you can see the names of the noblest people in our history.

CONCLUSION

Analysis of exercises for the formation of lexical skills. Very often, when mastering new vocabulary, imitative exercises are used. For example, the item "Inside the theater you can go to" is assimilated.

– Teacher: If I want to have a snack, I will go to the bar;

– Student: If I want to look at the pictures of famous actors, I will go to the foyer.

Transformational exercises work just as well, for example:

– Teacher: I would like to be an usher in order to help people to find their seats. And do you want to be an usher?

– Student: I don't want to be an usher because it's boring. I would like to be an actor in order to perform for the audience.

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