THEORY OF LEXICOLOGICAL SKILLS IN THE TEACHING AND LEARNING PROCESS

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Abstract: This article is about the theory of lexicological skills which we use during the teaching period. In this period learning process is important as well. The ability to retrieve nine lexical components; instantly combine them with the preceding or following words. Keep in mind that there are no concrete descriptions of what constitutes a competence.

Keywords: fundamental, comprehension, competence, learning process, categorization, consciousness.

The foundation of each language is its vocabulary. They connect a phonological (or orthographic) shape to its referent, creating a meaningful chunk of information that can be communicated and comprehended by a group of individuals. Children begin learning new words at an early age, and by the time they are three or four, they have a vocabulary of thousands of words and can use it in a variety of contexts and ways to express themselves. As words are a fundamental part of understanding, it should come as no surprise that children who have difficulties with language development also have difficulties with words.

This is most glaringly apparent in children with limited vocabularies, who are less likely to express themselves effectively in spoken and written language.

There are obvious drawbacks to learning the definition of a term in order to understand language that uses that word. But there's more to words than just knowing

them or not if we want them to drive comprehension. There is a strong relationship between words and the situations in which they are used. A word's meaning is affected by the rest of the phrase in which it occurs, and the sentence and context in which it appears also contribute to the word's meaning. According to this theory, a child's vocabulary knowledge is not binary, determined just by whether or not they know the dictionary definition of a certain word. It is also crucial to be able to fast extract word identities to supply the listener with the meaning they require in a specific context, as the incoming speech stream develops in real time. The ability to understand and use words is both a fundamental talent and a necessary part of being able to communicate effectively. It's worth thinking about how various concepts are defined in relation to vocabulary. Teaching lexical competence as "the capacity to carry out spontaneously and autonomously a set of acts and procedures involved with summoning a word from long-term memory and by connecting it with another lexical unit" is one approach. Definitions of related concepts, such as the ability to both create and understand new words, are provided. Synthesizing an action to invoke a lexical unit and correctly combining it with another lexical unit is an example of a productive lexical competence. Involves a number of steps:

The ability to retrieve nine lexical components; instantly combine them with the preceding or following word; determine whether or not the operation was performed correctly based on the context of the communication or the job at hand Receptive lexical competence, on the other hand, is a synthesizing activity that involves recognizing the visual and auditory representation of a lexical unit and the association of that representation with its meaning. A lexical unit may be recognized either aurally or graphically during receptive activities, and its contextual form (genus, number, tense) can be quickly correlated with its meaning. In addition, the process of correlating a word with its meaning involves retrieving the word from long-term memory and then selecting the meaning that best fits it. E. I. Passov's categorization of how lexical competence develops. He identifies six distinct phases in the development of vocabulary, including: 1) perceiving the word while it is in use; forming an auditory

image of the word; 2) understanding the word's meaning; 3) mimicking the word either by itself or in a sentence; 4) designation, which aims at the autonomous naming of objects whose definitions are provided by the word; 5) combination (when the word enters into new connections); 6) employing the word in a variety of settings.

V. A. Buchbinder argues that lexical competence is not elementary since it allows for the combining of lexical units and the insertion of elements of speech samples inside speech samples.

Since lexical competence involves both word usage and word production, S. F. Shatilov does not believe it to be a simple talent. Our research and analysis of the aforementioned definitions and categories leads us to the conclusion that lexical competence continues to serve a single, overarching purpose. Lexical competence is characterized by automatization, stability, adaptability, and awareness. Think on the specifics of these features:

First, fully automated systems with little to no human intervention. One of the hallmarks of mastery is the ability to operate with complete subliminal consciousness when using linguistic processes. Resilience is a trait of a talent that manifests itself in the unmistakable occurrence of speech operations during their execution. Third, flexibility is defined as a separate talent. Having the capacity to share one's skills with others, regardless of which talent was used to activate it. One must be adaptable in order to fit into a new setting and to make effective use of novel utterances.

As a fourth point, "consciousness" refers to the student's ability to consciously manage any problems or mistakes that arise throughout the statement's formulation. Keep in mind that there are no concrete descriptions of what constitutes a competence. Various scientists have various explanations for these characteristics.

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