

LEXICAL COMPETENCE AS A NECESSARY BASIS FOR FOREIGN LANGUAGE COMMUNICATION IN WRITTEN DISCOURSE

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Abstract:

Among the various components of language proficiency, lexical competence—defined as a speaker's or writer's knowledge of the words and phrases of a language—is particularly critical for successful communication in written discourse. This thesis explores the role of lexical competence in facilitating foreign language communication and highlights the theory of the issue of aspects of the formation of lexical competence based on the technology of developing critical thinking. The importance of a communicative approach in language teaching is determined, in which critical thinking is considered as a didactic phenomenon, as a means of increasing the efficiency of mastering lexical material, forming the features of a secondary linguistic personality.

Key words: Lexical competence, cohesion and coherence, written discourse, contextual appropriateness, formal register, lexical strategy.

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The concept of lexical competence is quite closely related to the concept of lexical skill. Lexical skill is important as an integral structural component of foreign language lexical competence, in the absence of the latter, a person is deprived of the opportunity for adequate communication.

Lexical competence affects all types of speech activity – speaking, writing, reading and listening. And, of course, the very concept of lexical competence and its formation are the object of study by both domestic and foreign methodologists. The importance of vocabulary for successful communication is noted, and the complexity of the vocabulary learning process is due to the complexity of the word itself, its diversity, even its connection with national specifics. Vocabulary gives a specific meaning to a statement, serves as a building material for building communication. Lexical competence encompasses not only the understanding of words and their meanings but also the ability to use them appropriately in context. Before studying lexical competence in more detail, it is necessary to clarify the very concept of "competence".

According to Cluster D., lexical competence includes aspects such as wordform knowledge, collocational knowledge, and the ability to employ lexical items in accordance with grammatical rules and pragmatic contexts. This competence

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underpins an individual's capacity for comprehension and production in a foreign language [1].

Moreover, lexical knowledge is foundational for effective writing. As Swain posits in the Output Hypothesis, producing language—written or spoken—helps learners process and internalize vocabulary, ultimately enhancing their communicative abilities. For written discourse, where clarity and precision are vital, a well-developed lexical repertoire allows for more nuanced expression of ideas. According to Swain, M., competence is a pre-appointed norm, a requirement for the necessary training of a student for his productive activities in the relevant field [10].

Zeer E. believes that competence is generalized methods of action that ensure effective professional activity [12].

Nation, defined competence as the possession of a certain expertise necessary for effective activity in a particular field [8].

Gaining competencies is a gradual process during training. At different stages of training, the level of competence of the student will differ. It can be defined that the process of acquiring competencies is of a layered nature, and it is necessary to determine these levels and their relevance in the formation of competence. Of course, for a positive result, it is necessary to periodically monitor the student's achievements at different stages of training.

The ways of competence formation differ depending on its type (subjective, personal, social). Formation can be directly mediated at any time, whether it is a specific academic topic or the entire duration of training. Accordingly, for effective learning, it is necessary to clearly define the requirements for the final level of competence formation [2].

It should be noted that competence is not an innate quality. It is formed and improved only as a result of continuous learning, the process of personal development.

The formation of lexical competence occurs due to a special lexical strategy, which has two aspects. The first is related to the organization and assimilation of lexical material based on special techniques, taking into account the peculiarities of cognitive activity of students. The second aspect is responsible for developing skills for the combined use of lexical units in different situations of speech communication, practicing practical actions with vocabulary at various levels of complexity. The results of using the lexical strategy and its aspects are manifested in the vocabulary-creativity and lexical self-reflection [3].

We can define lexical competence as the ability and willingness of a student to understand and use lexical units according to the goals and circumstances of communication. At the same time, the student, relying on the acquired lexical knowledge and skills, taking into account his own experience of cognitive activity, uses effective ways of communication. Without the skill of independent work with foreign vocabulary, without cognitive and practical readiness, it is impossible to ensure a high level of foreign language proficiency [7]. Thus, the educational process of students of language training fields should lead them to acquire professional lexical knowledge, master the methodology of language learning. Special attention should be paid to teaching foreign language communication in written discourse, since the ability to express thoughts in writing requires the most effective use of both grammatical and lexical means. If in oral speech the essence can be conveyed through

perception of the situation and intonation, then in written communication the meaning can be conveyed only with the help of words. Therefore, this form of speech can be called the most accurate, detailed, elaborated [11].

Teaching writing and written discourse is becoming more and more relevant. This is due to the degree of importance of foreign communication through modern means. Due to the peculiarities of our time, when there is an active introduction of innovative technologies in various spheres of life, communication takes place via the Internet, e-mail. In this case, the practical significance of written communication is great. However, people face difficulties using this type of speech activity. This can be explained by the fact that they did not give such importance for teaching writing as it is now, and the methodology of teaching writing was developed to a small extent. In addition, written speech does not provide for an interlocutor, so the speech must be structured in such a way that the meaning of what is written is clear, and to anticipate feedback, the likely answers of the addressee [5].

According to the teaching methodology, written discourse and writing serve as the means and purpose of learning. Despite the fact that these two concepts are not opposed in some methodological literature, and writing can include written communication, it is still worth distinguishing between these two terms. Writing is the possession of graphic signs that fix written speech, and the rules of spelling words and phrases, the ability to correctly connect them. It is also called the art of beautiful writing, calligraphy [4]. But this is only the technological side of speech, which allows for more complex activities – written discourse.

Written discourse is the expression of thoughts in writing. Its productive characteristics help in constructing a response for communication in the language being studied. The process of learning writing poses complex tasks. It is necessary to form students' skills such as: 1. Brainstorming. 2. Graphic. 3. The construction of speech according to the task and the written style. 4. An idea of the content of the written material. 5. Willingness to create a written statement of speech. 6. An idea of the cultural characteristics of a written work. There are some features of writing that are worth mentioning: 1. Secondary in comparison with oral practice. 2. Involves the entire sensory system (auditory, visual, speech, motor analysers). 3. It is aimed at results, that is, it is a productive activity, the result of which is writing. 4. It has a complex structure. 5. It has an indirect character (there is no direct interaction between communicants). To master written speech, you need to put in a lot of work. Often, there are discrepancies in foreign language vocabulary in what we hear and what we write. It is necessary to learn how to choose the appropriate syntactic means, since there is no way to intone speech. On the other hand, this type of speech can be edited before the reader receives it, it is much more organized, but rigid to the conditions of normativity [3].

Writing contributes to the development of all types of speech activity, has educational, educational, linguistic significance. If we talk about the educational value, but this is an extension of the scope, the study of a foreign alphabet. Neatness, attention, diligence are included in the educational value. The linguistic meaning implies that writing reinforces grammar and vocabulary, motor, visual, speech motor, and hearing aids work. In addition, with the help of writing, you can better master the technique of reading. Students of language training areas must be able to express

their thoughts in writing, since without writing skills, without mastering written speech, it cannot be said that they know the language, possess linguistic competence. Students need to be taught how to use writing in their personal and professional activities, in situations of various kinds (official or unofficial). The texts should be voluminous and of high complexity [9].

So, we described the component composition of lexical competence and the levels of formation of its components, then we focused in more detail on written discourse, emphasizing the need for its improvement. It is clear that there is a need for further development of methodological approaches to the formation of lexical competence in writing, since previously it was given secondary importance. Lexical competence is an indispensable foundation for effective communication in foreign language written discourse. As the world continues to become more interconnected, prioritizing lexical competence in foreign language instruction will not only benefit language learners but also facilitate richer intercultural exchanges and understanding.

Moving forward, educators must strive to embed vocabulary learning within the broader context of language education, ensuring that learners are well-equipped to communicate effectively across linguistic and cultural boundaries. By acknowledging and enhancing the role of lexical competence, we lay the groundwork for proficient and confident foreign language users in an increasingly globalized society.

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