

*Journal of Language Pedagogy and
Innovative Applied Linguistics*
March 2024, Volume 2, No. 3, pp: 11-15
ISSN: 2995-6854
© JLPAL. (jainkwellpublishing.com)
All rights reserved.



Methodology of Organizing the Stage of Training Lexical Units

Farida Hamidova *

Master Student of the Samarkand State Institute of Foreign Languages, Uzbekistan

Abstract

This article gives information about methodology of designing the stage of training lexical units as well as author tries to exemplify several notions from prominent scholars who contributed in the sphere of pedagogy.

Key Words: *stage, differentiation exercises, proportion, transformational exercises.*

Paper/Article Info

Reference to this paper should be made as follows:

Hamidova, F. (2024). Methodology of Organizing the Stage of Training Lexical Units. *Journal of Language Pedagogy and Innovative Applied Linguistics*, 2(3), 11-15.
<https://doi.org/10.1997/c8j8xv38>

* Corresponding Author

DOI: <https://doi.org/10.1997/c8j8xv38>



At the training stage, various language skills are formed. For this purpose, actions with lexical units are repeatedly performed in the form of separate operations. A large number of actions are carried out related to differentiation, imitation, substitution, transformation.

Optimal conditions for the formation of skills include:

- multiple and regular admission of this lexical unit at first;
- inclusion of assimilable units only in well-learned syntactic constructions;
- “transparency” of the nearest linguistic environment of the word, the exclusion of undigested words and grammatical phenomena from it [1].

Differentiation exercises form the primary skills of distinguishing and comparing the studied phenomena according to certain characteristics, based on certain principles. At the same time, there is a formation of the mechanism of choice by analogy or opposition.

Before performing the differentiation exercises, the teacher informs the students of the sign by which it is necessary to make a choice, or demonstrates a sample, after which the students act by analogy.

There are differentiation exercises at the level of the form of the word, at the level of meaning and at the level of use.

A typical formulation for differentiation exercises: “find in the text (in a group of words) ...” or “group by a certain attribute (by analogy) ...”. In this case, the object of choice can be: words that illustrate some formal features (“find words with sound ...”;

“find words with stress on the first syllable”, etc.), features of word formation (“find words with a common root, with the same suffixes”), features of meaning (“find words related to this topic”; “find words with this meaning”; “find synonyms”); features of usage (“find combinations with the specified word in the text”; “name verbs that can be combined with this noun”).

For selection operations in differentiation exercises, it is necessary first to highlight the distinctive features of the phenomenon (lexical unit), therefore differentiation in such exercises also involves identification (“show the so-called objects”; “decompose compound word into components”; “determine the meaning of the word by word-forming elements”).

At the senior stage, the presentation of differentiating features, instructions or a sample is combined with the communication of rules [2], comparison with similar phenomena in the native language. That is, at this stage, practical actions are consciously theoretical in nature.

For example, in order to create a potential dictionary in high school, it is logical to bring relevant theoretical provisions before the exercises, to give language knowledge: before working at the level of word formation, it is possible to give an overview of productive affixes typical of the English language in order to repeat and systematize knowledge about the morphology and word formation of the English language;

In English language - before working with international words - to familiarize students with the main

differences in the graphic form of words in English:

ph in English corresponds to f (physics)

th - theory

c - centre

g - luggage

j - jam

y - gypsum;

- to familiarize with the difference in the suffixes of words of the common root in the native and foreign languages:

tion (isolation)

ize - (mechanize)

ture - tura (culture)

ate - (operate) [3];

- before working with polysemous words, it is necessary to give an idea of the main types and ways of rethinking the meaning of a word (expansion and narrowing of meaning, metaphor, metonymy, figurative meaning).

In high school, the proportion of reading among other types of educational activities increases, therefore, the assimilation of vocabulary of passive and potential vocabulary is of great importance. To achieve this goal, special attention should be paid to the stage of differentiation exercises, because the main task of receptive activities is the recognition, differentiation of words.

Simulation exercises are aimed at developing the skills of reproducing a new linguistic phenomenon. Imitation involves the use of various means of visual and auditory visibility.

There are traditional, programmed and contrasting simulation exercises.

In traditional exercises, the teacher's speech is used as a sample. The structure of such exercises

includes: instruction, sample, repetition by students and teacher control. If necessary, the teacher corrects erroneous actions and offers to reproduce the sample again.

The structure of programmed simulation exercises assumes the presence of instructions, a standard for imitation recorded on tape, a pause for playback, a key for control and correction.

At the stage of simulation exercises, contrast reading can also be used, when words and expressions are read at different volumes, which contributes to effective memorization.

Imitation exercises are used mainly for mastering the features of the form (sound and graphic image of the word) and the use of words (when repeating phrases and sentences). When imitating, elements of differentiation by meaning can be used (choose words according to a certain principle and read them).

Substitution exercises are used to automate the mechanisms of using the phenomenon under study in similar situations. Here there is a combination of already studied and new language units.

The sequence of substitution exercises - from simple to complex: from words to phrases, sentences, text; from mechanical training - to more conscious operations involving the choice and change of compatibility. At the initial stage, substitution exercises involve the selection and replacement (substitution) of individual words, phrases, replicas as part of a speech sample without changing its structural framework:

✓ “fill in the gaps in sentences by choosing words from the list in accordance with the context”;

✓ “replace underlined words with synonyms”;

✓ “from the list of replicas, pick up the missing replicas of the characters in the dialogue”.

Then a substitution is used that requires changes in the original sentence or in the substituted sample (“rearrange subsequent sentences in connection with the replacement of words in the first sentence”). Substitution exercises based on semantic supports are more difficult when it is necessary to restore the text by keywords, phrases, plan, and pictures.

Training in substitution exercises occurs mainly at the level of meaning and usage. At this stage, the ability to predict is formed, the ability to put forward on the basis of accumulated information a hypothesis about the continuation of the text at the linguistic level [4].

The next stage of skill formation is transformational exercises that prepare students for independent expression, providing flexibility of skills in changing conditions. At this stage, structures are transformed using operations such as replacement, expansion and reduction. If at the previous stage the replacement was carried out from among the proposed options, in transformational exercises the replacement is more independent, creative in nature. It involves changing the structure of the proposal, modifying minor details while preserving the main elements. Such exercises develop the ability to express

the same thought by different means, which is of great importance in the formation of the mechanism of speech generation. Examples of tasks of this type:

- “perform the periphrasis of individual sentences using new words”;

- “replace one of the replicas or individual words in it in the dialogue”;

- “use the polysemous verb in the sentence in a different meaning and make appropriate changes to this sentence”;

- “expand the replicas of the dialogue into related monologues, be sure to use new words and means of inter-phrasal communication”.

Exercises for expanding structures are arranged according to the principle of increasing the degree of independence, for example:

- “finish the sentence according to the specified sample, using the newly studied vocabulary material”;

- “transform the text, detail its content with the help of additional words and phrases”;

- “finish this sentence and make up a number of new ones explaining a certain thought”.

Transformation by the principle of reduction is considered the most difficult [5], since it requires the allocation of key information in the statement. At the initial stage, there is a reduction at the sentence level (“shorten the sentence according to the sample”, “replace the detailed descriptions in the sentences with one word”), then - at the text level:

- ❖ “highlight in each paragraph a sentence that conveys its main content”;

❖ “briefly convey the content of the dialogue”;

❖ “make a differentiated retelling of the text (for example, tell us about the motive of the act) based on keywords”;

❖ “formulate proofs of a certain statement based on the text”.

Transformational exercises ensure the reproduction of newly learned vocabulary and the repetition of previously passed. At this stage, the tasks become more complicated, so the importance of the rules and instructions preceding the exercises increases.

Active vocabulary training has its own characteristics: it is better to conduct it in such a way that the means, methods and conditions of skill

formation correspond to the ultimate goal - the free expression of thoughts in accordance with the situation. Such conditions are provided when using the communicative method.

The advantage of the functional and semantic table is the ability to avoid the boring mechanical work of memorizing the form and meaning of new words by immediately including them in the communication process. The functional approach excludes such mechanical types of work as, for example, imitation exercises for choral repetition of language and speech units for the teacher. The form and meaning of lexical units are acquired involuntarily in the process of communication.

References

[1]. Базина, М.П. Специфика условно-речевых упражнений для формирования рецептивных лексических навыков / М.П.Базина // Иностранные языки в высшей школе / Под ред. С.К.Фоломкиной. Вып. 20. - М.: Высшая школа, 1987. - С. 108-115.

[2]. Комков, И.Ф. Методика преподавания иностранных языков / И.Ф.Комков. - Мн.: Вышэйшая школа, 1979. - 352 с.

[3]. Колесник, И.И. Как я работаю над интернациональной лексикой в X классе / И.И.Колесник // Иностранные языки в школе. - 1965. - № 2. - С. 54-55.

[4]. Левашов, А.С. Развитие способности студента прогнозировать на языковом уровне как средство повышения зрелости чтеца / А.С.Лавашов // Иностранные языки в высшей школе / Под ред. С.К.Фоломкиной. Вып. 20. - М.: Высшая школа, 1987. - С. 23-29.

[5]. Банникова, Л.С. Методика преподавания иностранных языков и технические средства обучения: курс лекций для студентов 3 курса специальностей 1-02 03 06 01 - "Английский язык", 1-02 03 06 02 - "Немецкий язык". В 3 ч. Ч. 1. / Л.С. Банникова. - Гомель: Гомельский государственный университет им. Ф. Скорины, 2007. - 93 с.