

## THE ROLE OF PSYCHOLOGY IN FORMATION OF LEXICAL SKILLS

Kaipbergenova Feruza Tulepbergenovna  
Ajiniyaz Institute

### ABSTRACT

This article discusses the psychological factors that influence the formation of lexical skills. As noted in psychology, the effectiveness of skill development as a result of exercises is determined by many factors, among which the following are of particular interest to us: - knowledge of the results, the delay in the communication of which the student is inversely proportional to the effectiveness of the training; - the factor of influence of previously acquired knowledge and developed skills; - a variety of training conditions, which is expressed in the necessary variation of the volume, order and conditions of presentation of training material.

**Keywords:** Lexical skill, lexical unit, perception, memorization of lexical material, motivation, assessment.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

It is proposed to study a foreign language as a subject that promotes the development of a communicative culture and expands students' cognitive abilities at all levels of schooling, including the primary one. It is recognized that early learning of a foreign language creates conditions for early communicative and psychological adaptation of younger students to a new language world, helps overcome psychological barriers in using a foreign language as a means of communication, and introduces children to new social experiences by expanding social roles played in games situations of family life and school communication, forms pupils' readiness and ability to communicate in a foreign language, taking into account their speech opportunities and needs.

One of the conditions for successful communication in a foreign language at an affordable level is high-quality lexical skills and grammatical skills, which are an important component of the content of foreign language teaching.

Practice shows that by about the middle of learning there is a problem of increasing the effectiveness of learning vocabulary and grammar. This is because students accumulate a certain lexical and grammatical reserve, it becomes more difficult for them to memorize new words and store them in memory. The process of forgetting lexical grammatical units begins. In this connection, the quality of speech suffers (both verbal and written), since it is directly dependent on the lexical grammatical skills formed. In addition, the expanding range of communication situations requires more lexical units and more robust lexical and grammatical skills.

Thus, there is a growing need for increasing the vocabulary of students, better memorizing and preserving lexical grammatical units in the memory of each student and organizing more intensive training in their use to create students' independent speech works.

It is generally accepted the thesis that the success of teaching students in higher educational institutions is related to such factors as the level of pre-university training, individual abilities, ability to plan and monitor their educational activities, the level of qualification of the university's teaching staff. Another group of factors traditionally includes the student's health, the financial situation of his family, and the influence of the family on the choice of the university. All these factors undoubtedly affect directly or indirectly the results of student learning and, presumably, the success in their professional activities.

The effectiveness of the formation of lexical skills in the process of performing lexical exercises is determined by a number of factors and features. A means of forming lexical skill is exercise. Determining the composition of operations with a lexical unit helps to select the main types and types of lexical exercises aimed at consolidating them, i.e. on the formation of lexical skill. For the functioning of the lexical element of the mechanism of speech, a whole system of lexical exercises is necessary. Before creating a system of exercises, let us see how and to what extent psychological factors and features will be taken into account when teaching students vocabulary.

As noted in psychology, the effectiveness of skill development as a result of exercises is determined by many factors, among which the following are of particular interest to us:

- 1) knowledge of the results, the delay in the communication of which the student is inversely proportional to the effectiveness of the training;
- 2) the factor of influence of previously acquired knowledge and developed skills;
- 3) a variety of training conditions, which is expressed in the necessary variation of the volume, order and conditions of presentation of training material [1,136-139pp.].

To comply with the first factor, an immediate communication of the results of each action to each student is required. When training it is very important timely correction of errors. If errors are not corrected, they are recorded in the minds of students.

According to the second factor, lexical skills will influence the further learning process, including the quality of both oral and written language. Therefore, the task of the teacher includes the formation of high-quality lexical skills that have access to different types of speech activity.

In the methodological literature it is noted that the excess of a rational volume as well as its unlawful understatement adversely affects the course of the exercise: in the first case, the work on mastering the lexical skill loses its creative character and eventually turns into a mechanical process that can cause inhibition; in the second case, the development of automatism does not get its completion [2].

One of the important conditions for the presentation of training lexical material should be considered the multiple execution of the action, since it is formed as a result of multiple, targeted exercises that help bring the execution of the action to perfection.

Performing every new, even a very simple action that should become a skill, cannot be accomplished immediately as a simple repetition of the sample, if the student himself does not perform it several times. Students achieve the goal only through their own multiple actions with lexical material.

In addition to these factors, a strong influence on the formation of lexical skills is exerted by the peculiarities of students' mental development and the peculiarities of their learning activities.

Mastering lexical skills requires a wide variety of mental actions from students, including highlighting essential features and recognizing them in new lexical units, determining the relationship between the properties of lexical units (for example, between form and meaning), searching and installing the relationship between lexical units, changes in the properties of lexical units, comparison, grouping vocabulary according to certain characteristics. The success of these techniques in many depends on the characteristics of the mental development of the student.

Let us analyze the features of the student's mental development (features of thinking, attention, perception, memory) and note the possibility of taking them into account in the process of forming lexical skills.

Psychologists note that the characteristic features of the psychology of students are the concreteness of their thinking, susceptibility to mobile, colorful objects, the desire for visual-sensual support, to specify all that they have to face. The inclusion of specific visual elements in the learning process contributes to the organization of learning, taking into account the listed features of the mental development of students.

Attention of students unstable. This property of their mentality, due to the weakness of the inhibitory process and impressionability, is amplified in relation to fixed or slow-moving objects. To increase the volume of attention and its stability, it is necessary to provide for the mental activity of students as much support as possible in the form of practical actions.

The work on making student perception a manageable and conscious process becomes very important. When organizing the process of perception, the teacher should observe the main requirements imposed on observation: active, purposeful actions of students with subjects.

For most students, visual-shaped memory dominates the logical one. They better remember specific objects, colors, events, faces, facts. Therefore, the association of a word with a specific object or action is a necessary condition for the assimilation of linguistic material at this stage.

Analysis of the characteristics of the mental development of students shows that the student learns much more quickly the lexical material associated directly with the action that he sees or performs himself. In other words, to improve the memorization of lexical material, each student needs to perform subject actions with lexical units. For this purpose, work is being carried out with lexical material, which takes a lot of time for its preparation by a teacher. In addition, when performing substantive actions with handout lexical material, it is difficult to control the correctness of the assignment by all students.

In the formation of lexical skills, it is also necessary to take into account the individual-typological features of students, in particular the features of their mental processes (perception, attention, memory).

It is known from pedagogical psychology that some students are more impressionable in relation to the sound effects, others are better perceived, easier to remember, they keep longer in memory and reproduce visual impressions more easily, for the third, motor impressions play the main role. There is also a fourth type - students with a mixed type of perception and memory. The use of different types of clarity (according to V.A. Artemov, depending on the involvement of the sensory organ): visual, auditory, musculoskeletal - makes it possible to take into account the individual characteristics of each student [3,279p.].

The process of formation of lexical skills is part of the general educational activities of students in the English language. Therefore, the features of the educational activities of students also influence its formation.

To clarify the features of educational activity, we consider its external structure, which includes the following components:

- 1) motivation;
- 2) training tasks in certain situations in the form of a task;
- 3) learning activities;
- 4) control, turning into self-control;
- 5) assessment, turning into self-assessment.

Studying the work of psychologists helps to come to the conclusion that the means of enhancing students' motivation are pleasure from activities, encouraging successful results when performing exercises, helping at any moment of training, including an element of competitiveness in the educational process, the ability to exercise mental self-reliance and initiative.

In the works on psychology it is noted that in the general structure of educational activity a significant role is given to the actions of control (self-control) and assessment (self-assessment). Control over the implementation of the action is carried out by the mechanism of feedback in the general structure of activity as a complex functional system. The success of the formation of students' lexical skills increases with the presence of immediate feedback and control rigidity [4,78p.].

It should also be noted that the student's knowledge of the result of performing an action when performing lexical exercises leads to a prediction of the overall score for lexical exercises as a whole, which contributes to the formation of self-assessment among students.

Thus, the process of formation of lexical skills of students requires compliance with a number of psychological factors.

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