

## DYNAMICS AND CHALLENGES IN DEVELOPING LEXICAL COMPETENCE AT ADVANCED LEVEL

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**Annotation :** *The article focuses on the modern approaches to the enhancement of vocabulary studies in the English language acquisition and emphasizes the necessity of empowering the students with the better knowledge of the lexical regulations and creativity to be able to communicate within academic, professional and social registers. Due to the enormous gap between the acquisition of basic conversational English and academic vocabulary by language learners the teachers should employ effective and dynamic teaching strategies to develop both receptive and productive abilities to build language proficiency. An integrated text analysis is recommended as an effective tool for enhancing vocabulary growth with expanding literary competence through reading for pleasure.*

**Key words:** *lexical competence, teaching strategy, language proficiency, integrated text analysis, literary competence*

**Аннотация:** *Статья посвящена ведущей роли вокабуляра в усвоении английского языка и необходимости обучения студентов лексическим правилам и закономерностям для усвоения коммуникативных навыков в рамках академического, профессионального и социального регистров общения. Для преодоления разрыва между имеющимися навыками разговорной речи и академического стиля преподаватели должны стремиться использовать эффективные и динамичные обучающие стратегии, обеспечивающие развитие как рецептивных, так и продуктивных способностей при овладении языком. Интегрированный анализ текстов из оригинальной литературы являются эффективным механизмом для расширения словарного запаса и*



*Ключевые слова: лексическая компетенция, обучающие стратегии, интегрированный анализ текста, литературная компетенция*

Vocabulary knowledge can be defined, in general, as the learners ability to understand, store, generate and use the language in all areas of communication, namely, speaking, listening, reading and writing. As linguists, we know that languages do not exist apart from the people who use them, and because people and their environments are constantly changing, their language changes too. It is the vocabulary where the changes are most noticeable, because hundreds of neologisms appear in a language every year, and we face a challenge of recognizing them and integrating into our vocabulary. Many of them represent technical terms to do with new areas of knowledge we did not know anything about, or they are borrowed from other languages, but every year we find ourselves using a few words and phrases that we never used before (Crystal 2009:1). This phenomenon should lead to new priorities, projects and programmes in language teaching, and, consequently, language learning.

When we think about vocabulary, we primarily mean words. And that in general looks correct because vocabulary does include words. However this is an over-simplified opinion. Vocabulary consists of so many and so diversified language elements that its study and learning is far from being just simple memorizing words and using them in different thematic or situational environments. A quick overview of the Internet sites related to vocabulary studies demonstrate a wide range of opinions and approaches to the role of vocabulary knowledge in language learning – from the extreme view that the main goal is to “communicate ideas”, no matter what words or grammar or pronunciation you use, to the consideration that the more elaborate the vocabulary is, the deeper your language skills and linguistic insight are and the higher your professional prestige is. Language acquisition researches suggest that the task of acquiring an adequate vocabulary envisage full engagement of the learners in activities both in class and





outside of classroom. Learning grammar rules, memorizing words and practicing them in translating and memorizing dialogues hardly get them to effective acquisition of other important aspects of communicative competence, such as vocabulary and pragmatics (Lightbown 2013), required for both academic and social natural knowledge of academic or social communication.

As teachers we believe that one of the key indicators of our success at school, at universities, in research and indeed, in life, is our vocabulary, and “the reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information” (Sprenger 2013).

Academic language acquisition isn't just the understanding of content area vocabulary. It includes lexical skills such as identifying, comparing, classifying, differentiating, assembling, synthesizing, evaluating, inferring and many others.

Vocabulary is, therefore, far from being just words. Vocabulary can be defined as the sum-total of the language units, including meaningful chunks of the words named morphemes, free words forms named lexemes and structurally and semantically inseparable word groups named stable phrasemes, using just one of the linguistic set of terms to describe the relevant language elements comprising the lexicon.

The vocabulary acquisition does not mean learning words as a list of isolated elements. During the vocabulary classes it is necessary to teach the students to find out generalizations and regularities and especially consider relations between elements. The teachers should be concerned with systematic analysis of lexical units, paradigms and word structures, not with a mere agglomeration of words, and recover the fundamentals of the word theory and of the main rules and regulations associated with English vocabulary units (Елисеева 2003).

The nation-wide educational standards put forward a variety of linguistic competences expected from our language learners, such as understanding a wide



range of long texts, recognizing implicit meanings, expressing ideas fluently and spontaneously without much obvious searching for expressions; using language flexibly and effectively for social, academic and professional purposes; producing clear, well-structured, detailed text on complex subjects, etc.

It is crystal clear that these competences can never be achieved without a profound vocabulary competence, which stands in the teaching standards for the 'lexical competences'. The morphological and semantic classification of words, word formation patterns, characteristics of borrowed and native words, of idiomatic vocabulary, phraseological and formulaic collocations all together make up just a few demands for the high language proficiency of EFL students.

As Bauer L. argues “*vocabulary is about words – where they come from, how they change, how they relate to each other and how we use them to view the world*” (Bauer 1998). This approach is put in the foundation of the course in Modern English Lexicology delivered at UzSWLU, which encompasses the fundamental theoretical knowledge about the composition of the English vocabulary and is aimed at developing linguistic competences and practical skills required for the professional teaching of the English language.

The current course in lexicology is aimed at enabling the students to understand and interpret the magic of the words, its role in the vocabulary building-up and enlargement, which involves awareness of the structural, semantic, word-formation and phraseological aspects of the English vocabulary, the etymological feature of the language, its role in the creative force and intercultural relevance, the linguistic and communicative appropriateness of the semantic classification of the vocabulary in the language performance. The practical classes in lexicological analysis of the lexicon units and literary extracts are aimed at developing their socio-linguistic competences, language intuition and enriching their professional linguistic and communicative thesaurus (Tukhtakhodjaeva et al, 2021).





The vocabulary analysis envisages the continuity of all previously studied linguistic knowledge from phonetics, grammar, history of English, etc., and helps to make the students comprehend the links between the language theories and the reality of living speech, on the one hand, and the language-learning and language-teaching processes, on the other, keeping in mind that the majority of EFL students are future English teachers.

The extralinguistic reality as well as social and cultural phenomena can no longer be separated from a linguistic science. The pragmatic information is incorporated in the vocabulary as the importance of discourse analysis in the vocabulary research has been widely acknowledged in modern language teaching pedagogy. It is the inalienable responsibility of the language teacher to draw on the insights of linguistic researches into the internal and external aspects of the language normative behavior and its dynamic change. The purpose of English teaching at the higher education level presupposes that students should not only acquire knowledge and skills such that they can understand spoken and written English and can express themselves orally and in written form. This level envisages that the students must simultaneously develop their awareness of the English literature in the scope prescribed by the compulsory teaching syllabus in English literature.

Summarizing the above, we stress that the lexical acquisition needs to be considered broadly and needs to include the structural, syntactic and semantic information about the lexical items. The learners should be able to analyse the language unit from various dimensions: meaning, structure, sense relations (synonyms, antonyms, hyponyms, collocations, etc.), to master the word use in receptive and productive vocabulary, based on complete comprehension of their word meaning. There are many strategies to achieve the above goals: building own definitions, apply restatements and word clustering, semantic mapping and memorization of word chunks, teaching collocations, idioms and proverbs, recycling the lexical items (creating contexts for reusing the word in various



functions and derivational forms), and, last but not least, keeping a vocabulary journal for recording the lexical items the learners come across in the teaching process.

The effective modern vocabulary teaching and learning strategies should have the nature of the linguistic and contextual dimensions and dynamics, incorporated into learners' language learning process. Teachers should strive for developing a dynamic view of the language change which is a part of the sociolinguistic reality. Literary competence (LC) is the ability or capacity to produce and interpret literary texts. It has usually been assumed to have a close relationship with creativity, that is, the ability to find original and appropriate ideas in a specific context, although this relationship has rarely been analyzed empirically.

Language and literature are distinct disciplines within language teaching. However, when examined closely, they reveal similarities and subtle connections. While teachers view them as separate, learners often perceive them as intertwined—literature is an expression of language. This paper, supported by literary examples, argues that literature serves as a valuable resource for teaching English, particularly when introduced early in education. Its effectiveness in language instruction depends on factors such as learners' proficiency, cultural background, age, and interests. Just as food lacks flavor without salt and spices, language teaching feels incomplete without the integration of literature.

The integrated text analysis provides them with tools for understanding and accepting linguistic development and increases students' awareness of vocabulary prescriptions and variations as well as their acquaintance with English culture through literary texts, thus coping with the global English language universe successfully.





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