

**THE NEED AND PEDAGOGICAL SIGNIFICANCE OF DEVELOPING
ENGLISH LEXICAL COMPETENCE ON THE BASIS OF THE
PRINCIPLES OF THE ASSOCIATIVE APPROACH**

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Annotation. This article analyzes the importance of one of the modern methods of forming lexical competence in learning English - the associative approach, its principles and practical application methods. This approach covers the issues of effectively increasing students' vocabulary, strengthening their ability to remember, and developing speech activity.

Keywords. lexical competence, associative approach, English language, vocabulary, teaching methodology, memory, language learning.

Introduction. In today's era of globalization, learning English is becoming increasingly important. Lexical competence - that is, vocabulary and the ability to use it correctly - plays a key role in effective language acquisition. Traditional memorization methods often give short-term results, so modern methods, in particular, the associative approach, are gaining great attention. Developing a high level of lexical competence in the world English language has become one of the priority tasks of the higher education system. For this reason, special attention is paid to the introduction of interactive technologies into English language teaching, as well as to improving the communicative skills of future foreign language teachers through the effective use of the didactic potential of scientific approaches in this process. In particular, the concept of "Education for Sustainable Development by 2030" adopted by UNESCO and the requirements of the International Association of Universities pay special attention to the issue of "further development of language learning, improvement of communicative competences of learners and organization of this process on the basis of pragmatic analysis." For this, using the principles of the associative approach in the teaching

process is one of the most popular and effective methods of modern education.

Literature analysis and methodology. The issue of developing lexical competence in English is one of the most widely studied areas in language teaching methodology. In particular, in studies conducted by foreign scientists, effective methods of increasing vocabulary, mechanisms for mastering words and issues of their use in speech have been thoroughly analyzed. I.S.P. Nation emphasizes in his studies the importance of repetition, context and purposeful use in the study of lexical units. According to him, for effective mastering of words, they must be used in various communicative situations.

S. Thornbury also emphasizes the importance of association and contextual learning in the methodology of vocabulary teaching. In his opinion, words should be taught not as separate units, but interconnected in a meaning system. This helps students to remember words faster and use them freely in speech. N. Schmitt, on the other hand, extensively covers the role of psychological factors, in particular, memory processes and associative connections, in the formation of lexical competence. In his research, he substantiates the effectiveness of learning words through semantic networks.

The methodological basis of this study is the principles of the communicative approach, cognitive linguistics and psycholinguistics. Theoretical and applied methods were used in the research process. Through theoretical analysis, scientific literature was studied, the essence of lexical competence and the associative approach were clarified. Using the comparative method, the differences between traditional and modern methods were revealed.

Discussion and results. Lexical competence means that the learner not only knows words, but also can use them correctly in the speech process. This process includes understanding the meaning of a word, knowing its pronunciation and spelling, as well as its appropriate use in various communicative situations. Therefore, lexical competence is one of the central components of language learning.

The associative approach is based on the fact that human memory works on

the basis of associations. In this approach, newly learned words are associated with previously existing knowledge, images or emotional experiences. As a result, words are more firmly established in the mind and it becomes easier to remember them. For example, when learning a simple English word, it can be mastered more effectively by associating it with a color, shape, situation or personal memory. An important aspect of the associative approach is that it encourages the learner to be active. The student does not passively perceive new words, but participates in the process of active thinking, associating them with other concepts. This increases the effectiveness of learning and contributes to the preservation of knowledge in long-term memory. At the same time, such an approach develops creative thinking, because each student creates his own unique associations.

From a practical point of view, the associative approach can be used through various methods. For example, the teacher can present new words with pictures, group them by topic, or ask students to compose stories using these words. In addition, game elements are also of great importance, because they interest students and enliven the learning process. Also, the associative approach is more effective when it is associated with personal experience. If a student associates a new word with events in his life, then the word is more firmly stored in his memory. Emotional factors also play an important role in this process, because emotionally rich information is remembered faster and longer.

According to M. Choriyev, when dividing words into thematic areas and determining the lexical units that students should be taught first, it is necessary to find an answer to the question: How do students begin to recognize the world? - In this regard, agreeing with these thoughts, it can be noted that the words that students should be taught first arise from the student's vital needs, and this is certainly natural. Speaking in a foreign language without having an initial vocabulary creates some difficulties. Therefore, in practice, educators strive to ensure that students learn as many words in a foreign language as possible and as quickly as possible. However, it is also necessary to pay attention to whether students have the ability to master words in a foreign language and use them in

speech.

It should be noted that this process does not happen by chance. Words with sounds constitute the very material of the language. The acquisition of a word begins with the formation of its auditory-motor basis. Therefore, a teacher working on new vocabulary in a foreign language must, first of all, provide a vivid and clear image of its sound (or graphic) form. First of all, it is necessary to “pass” the word through all analyzers, that is, to help students to see it fluently, clearly and distinctly and to say it several times in unison and independently, relying on the correction of the teacher. Understanding the structure of words is important in organizing work on new lexical material.

Conclusion. In conclusion, the associative approach is one of the effective and modern methods for developing lexical competence in the English language. It helps to increase students' vocabulary, as well as develop their independent thinking, memorization and speech activity. Therefore, the widespread introduction of this approach into the educational process will significantly improve the quality of language teaching.

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