

**Description of Teaching the Lexical Aspects of English to Primary School Students and
Developing Lexical Competencies through Didactic Tools**

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Abstract: This research presents a teaching model developed for teaching the lexical aspect of foreign languages in primary school grades. The model is aimed at fostering essential speaking skills in foreign languages among students and focuses on developing their lexical competence. The process of mastering vocabulary incorporates game elements, didactic tools, and a system of communicative exercises. The results of this study are expected to help primary school students improve their vocabulary and develop the ability to express ideas freely in a foreign language. Additionally, motivational and communicative approaches are employed to enhance students' interest in language learning. This model is based on both theoretical and practical didactic principles, designed to make the learning process more meaningful and effective for students.

Keywords: primary grades, foreign language teaching, lexical competence, game elements, didactic tools, communicative exercise system, motivational approach, language learning, speaking skills, educational model

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Annotatsiya: Ushbu tadqiqotda boshlang'ich sinflarda chet tilining leksik tomonini o'rgatish uchun ishlab chiqilgan o'qitish modeli taqdim etiladi. Mazkur model o'quvchilarda chet tilida asosiy nutq ko'nikmalarini shakllantirishga yo'naltirilgan bo'lib, ularning leksik kompetentligini rivojlantirishni maqsad qilgan. Leksikani o'zlashtirish jarayonida o'yin elementlari, didaktik vositalar, hamda kommunikativ yo'naltirilgan mashqlar tizimi qo'llaniladi. Tadqiqot natijalari boshlang'ich maktab o'quvchilarida lug'at boyligini rivojlantirishga va chet tilida erkin fikr bildirish ko'nikmalarini shakllantirishga yordam berishi kutilmoqda. Shu bilan birga, motivatsion va kommunikativ yondashuvlar ham o'quvchilarning til o'rganishga bo'lgan qiziqishini oshiradi. Mazkur model nazariy hamda amaliy didaktik prinsiplar asosida ishlab chiqilgan bo'lib, o'quvchilarning bilim olish jarayonini yanada mazmunli va samarali qilishga xizmat qiladi.

Kalit so'zlar: boshlang'ich sinflar, chet tilini o'qitish, leksik kompetentlik, o'yin elementlari, didaktik vositalar, kommunikativ mashqlar tizimi, motivatsion yondashuv, til o'rganish, nutq ko'nikmalari, ta'lim modeli.

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Аннотация: В данном исследовании представлена разработанная модель обучения для преподавания лексического аспекта иностранного языка в начальных классах. Модель направлена на формирование у учеников основных речевых навыков на иностранном языке и ориентирована на развитие их лексической компетенции. В процессе усвоения лексики используются игровые элементы, дидактические средства и система коммуникативных упражнений. Ожидается, что результаты исследования помогут учащимся начальных классов улучшить свой словарный запас и развить навыки свободного выражения мыслей на иностранном языке. Кроме того, мотивационные и коммуникативные подходы способствуют повышению интереса учащихся к изучению языка. Модель разработана на основе теоретических и практических дидактических принципов, что делает процесс обучения более содержательным и эффективным для учащихся.

Ключевые слова: начальные классы, обучение иностранному языку, лексическая компетенция, игровые элементы, дидактические средства, система коммуникативных упражнений, мотивационный подход, изучение языка, речевые навыки, образовательная модель

Currently, this model, aimed at increasing the effectiveness of the language learning process, consists of targeted, content, conceptual, technological, and outcome-oriented components.

To make foreign language learning effective, it is essential to use clear algorithms and methods for achieving goals. According to I.L. Bim, the goals, content, and methods of foreign language learning are interconnected, with each complementing the others, making the learning process more effective as a whole. This requires identifying the interrelated theoretical and practical aspects involved in foreign language learning (Bim, 1977). The categories listed above reflect our knowledge on the subject, providing opportunities for modeling and forecasting the educational process.

Modeling serves as a scientific approach, where the researcher sets the goal of creating a model. V.A. Shtoff defines a model as "a system that is either mentally conceived or materially implemented, representing and reconstructing an object, thereby generating new information about it through study" (Shtoff, 1966: 198). A.N. Shamov asserts that by using models, it is possible to "illustrate a specific area of knowledge, observe the process of developing speaking skills and abilities, and monitor students' language and speech competencies" (Shamov, 2014: 4). Models help identify the ways knowledge is formed and the characteristics that speaking skills and abilities should possess, which is crucial for effective communication in a foreign language. These approaches play a significant role in establishing the theoretical foundations for developing lexical skills and competencies. Based on the models proposed by A.N. Shamov, we define a model that aligns with the goals and objectives of this research.

A model is proposed for teaching the lexical aspects of a foreign language to young students.

The model consists of the following components:

- a) Goal-oriented
- b) Content
- c) Conceptual
- d) Technological
- e) Outcome-oriented

The proposed model aims to establish interaction between teacher and students and to achieve positive results toward set goals. According to A.A. Leontyev's definition, a goal is "the initial mechanism of any activity" (Leontyev, 1969: 34). According to the second-generation Federal State Educational Standard, the "integrative goal of learning a foreign language in primary grades is to develop a basic level of communicative competence in primary school students across the main forms of speech activity: listening, speaking, reading, and writing."

The practical orientation of foreign language study aligns closely with the activities most engaging to young students—arts, aesthetics, and play. These activities are used as didactic tools, requiring the development of skills to work with these tools (Salmina, 1981).

Thus, the goal of the model for teaching the lexical aspects of a foreign language to grades 1-4 is to utilize didactic tools to develop lexical skills. To achieve this goal, the following tasks should be fulfilled:

1. Developing skills to work with didactic tools to solve communicative tasks through quick learning, retention, and recall.
2. Introducing basic lexical categories to reduce difficulties in vocabulary acquisition and to assist in organizing the material.
3. Reinforcing word formation methods using didactic tools to enhance conscious understanding of lexical material.
4. Developing cognitive abilities by using didactic tools as motivational materials.
5. Building skills for constructing dialogues based on didactic tools.
6. Developing independent skills to create dialogues with the help of didactic tools in a foreign language.
7. Enhancing interpersonal interaction based on acquired lexical skills through group work (in pairs, with the teacher).

The Content Component of Teaching Lexical Aspects

The content component for teaching lexical aspects is based on knowledge from linguistics, psychology, and didactics. From a linguistic perspective, it includes:

- a) Lexical units that must be mastered in grades 2-4;
- b) Difficulties encountered in understanding word meanings and forms.

Conceptual Component of the Model

The conceptual component of the model integrates approaches and teaching principles grounded in linguistic, didactic, and psycholinguistic foundations. The following methodological approaches form the basis of the model's creation:

1. **Person-Centered and Individualized Approach:** This approach considers students' individual abilities, allowing for the modification of teaching objectives to align with each student's communicative needs. Such an approach enhances students' motivation, imagination, and overall personal development (I.S. Yakimanskaya).
2. **Competency-Based Approach:** Aims to develop universal and specific competencies in students, fostering both research-oriented and practical skill-building in teaching (N.D. Galskova).
3. **Sociocultural Approach:** Encourages language learning through the cultural heritage of the target language country.
4. **Cognitive Approach:** Focuses on engaging the mind actively in the learning process, activating various mental processes to improve linguistic, extralinguistic, and cultural understanding.

The communicative approach emphasizes learning foreign languages as a means of communication, training students to use language freely and appropriately in diverse situations. This approach requires students to understand and respond accurately in different language contexts. Language learning is seen as a structured process that supports students' development and is based on principles that structure teaching activities.

Principles Underlying the Model for Lexical Acquisition in Foreign Languages

1. **Principle of Relying on Didactic-Methodological Opportunities:** Accounts for the educational, developmental, and formative value of foreign languages.
2. **Principle of Considering Psychological and Physiological Characteristics:** Adjusts foreign language learning to the psychological and physiological traits of different age groups, enhancing learning outcomes for primary students.
3. **Principle of Critical and Communicative Motivation:** Motivation is essential for stimulating targeted activity, especially in primary students.
4. **Principle of Aligning Didactic Tools with the Functions of Lexical Acquisition:**

Didactic tools should match learning objectives while considering students' psychological and physiological characteristics.

5. **Principle of Step-by-Step Formation of Lexical Skills:** Gradual acquisition of lexical skills ensures accurate understanding and use of lexical units in various forms of speech.

Role of Lexicon in Systematizing Knowledge for Language Learning

Words, as the smallest units of communication, carry diverse information and help organize knowledge about language and the world. Preparation for vocabulary learning aids in both the comprehension and production of speech, fostering predictive skills in foreign language contexts (A.N. Shamo, 2009).

Technological Component of the Model

The technological component includes strategies, methods, techniques, formats, and exercises based on didactic tools to build lexical skills. Suggested strategies include:

1. **Linguistic Concept Creation Strategy:** Focuses on acquiring lexical units, encompassing meanings and additional linguistic and cultural knowledge.
2. **Interactive Play Strategy:** Establishes a motivational foundation at the initial learning stage, with teacher-led activities creating a positive classroom environment.
3. **Strategy for Independent Mastery of Learning Techniques:** Develops students' ability to independently engage with lexical material.

Each strategy is supported by targeted lexical exercises. Successful acquisition of lexical material is achieved through semanticization and systematization. Utilizing a visual and verbal system of didactic tools facilitates effective understanding of meanings.

Incorporating visual aids into the learning process enhances retention of information and plays a vital role in memory. Within this model, practicing learned material and using didactic tools form the basis for lexical development. Various didactic tools foster theoretical thinking in students, and their creative application promotes cognitive and creative abilities. Exercises in lexical generalization and repetition solidify vocabulary acquisition and support real communicative tasks, expanding vocabulary and enhancing language skills.

Monitoring exercises assess the quality of vocabulary acquisition, enabling teachers to make targeted adjustments to individual student needs. Integrating didactic tools directly into foreign language learning forms a crucial aspect of the model. Considering the content of the preceding components, working with didactic tools results in high-level acquisition of lexical skills, facilitating different levels of mastery—low, medium, and high—within the scope of the study.

Modern Approaches and Didactic Methods in Assessing the Effectiveness of Lexical

Competency and Implementing Interaction Strategies through Games

Lexical competency refers to the ability to understand, efficiently use, and apply lexical units correctly within context during the language learning process. In this regard, it is valuable to explore didactic methods, modern approaches, and game-based interaction strategies.

The topic of "using didactic methods and modern approaches to assess the effectiveness of lexical competency" is significant in language teaching. Lexical competency (acquisition of vocabulary) aids students in using the language accurately and effectively. Didactic methods encompass techniques used to teach new words and lexical rules.

Game-based teaching approaches, such as **gamification**, are among the key tools for developing lexical competency. These strategies engage students' attention and increase their interest in language learning. Some examples of game-based methods include:

- **Word Games:** Games like Scrabble or Boggle encourage active participation by having students create and find words.
- **Quizzes and Trivia:** Competitive tests that reinforce lexical competency.
- **Role-Playing:** Students try various roles and practice vocabulary in real-life scenarios.

Methods and Exercises for Working with Lexicon
These methods include:

- a) **Semanticization of Lexical Material:** Techniques to introduce new vocabulary.
- b) **Automation of Lexical Units:** Practice techniques for reinforcing vocabulary.
- c) **Creative Application of Lexical Units:** Techniques to encourage the use of new vocabulary.
- d) **Generalization and Repetition of Lexical Units:** Methods to solidify learning.
- e) **Monitoring Lexical Skill Levels:** Techniques to assess lexical proficiency.

These methods are reflected in vocabulary-oriented exercises, which vary according to pedagogical approaches. In pedagogy, an exercise is defined as a method of systematically and repetitively performing actions to master a skill or improve its quality (Podlasiy, 1999: 516).

In language teaching, exercises are crucial. S.F. Shatilov describes an exercise as "the execution of one or several specific operations or actions of a speech (or language) nature in specially organized learning conditions" (Shatilov, 1986: 55). Exercises model students' educational and cognitive activities.

Characteristics of Exercises for Developing Lexical Skills Exercises for developing lexical skills include:

1. An initial goal necessary for all types of speech activity.
2. Emphasis on acquiring and using lexical material across different types of speech activities.
3. Predictability of speech output, meaning that thoughts or conclusions expressed after listening or reading should be conveyed using studied vocabulary.
4. Consideration of the time needed to complete the exercise.
5. Use of various forms and methods (oral, written, monolingual, bilingual).
6. Presence of both spoken and non-verbal materials.
7. Interrelation between exercises and their completion order, with increasing language and operational complexity (Shamov, 2006: 188).

The **system of exercises** includes organized and interrelated actions that students carry out during the teaching process, aimed at developing skills and achieving specific educational objectives. This system, constructed on certain methodological principles, is crucial for improving the effectiveness of the educational process. An analysis of methodological literature suggests that a system of exercises based on a model for teaching lexical aspects in primary education supports students' development of vocabulary skills and effective use of language in communication. Memory recall and communication tasks are interconnected throughout language learning, and selecting appropriate principles is key.

The teaching process must be organized according to the goals set for primary school language learning. Exercises should fully align with the objectives of vocabulary teaching in primary education, as this is essential for students' language learning success. Using various didactic tools during lessons effectively engages students and enriches their knowledge, making the learning process more meaningful and interesting.

The **principle of communicative orientation** also plays a significant role. The primary goal of learning foreign languages is to develop foreign language communicative competence. Therefore, exercises must have a communicative character, aimed at teaching students to use the language in real-life situations.

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