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THE OBSTRUCTIONS STUDENTS ENCOUNTER LEARNING A NEW LEXICAL UNIT

Annotation

In this article, the examples of difficulties in acquiring a new lexical unit were presented on the example of students at higher educational institutions on B2 level. It emphasizes the role of chunks, set phrases, collocations and suffixation in enriching and enhancing students' lexical competence.

Key words: lexical ability, lexical competence, awareness, cognitive, cognate, difficulty, homophones, homographs, false friends.

ПРЕПЯТСТВИЯ, ВСТРЕЧАЮЩИЕСЯ ПРИ ИЗУЧЕНИИ НОВОЙ ЛЕКСИЧЕСКОЙ ЕДИНИЦЫ СТУДЕНТАМИ

Аннотация

В данной статье были представлены примеры трудностей в усвоении новой лексической единицы на примере студентов высших учебных заведений уровня В2. В нем подчеркивается роль фрагментов, устойчивых фраз, словосочетаний и суффиксации в обогащении и совершенствовании лексической компетентности учащихся.

Ключевые слова: лексические способности, лексическая компетентность, осведомленность, когнитивный, родственный, трудность, омофоны, омографы, ложные друзья.

TALABALARDA YANGI LEKSIK BIRLIKNI O‘RGANISHDA UCHRAYDIGAN TO‘SIQLAR

Annotatsiya

Ushbu maqolada B2 darajasidagi oliy o‘quv yurtlari talabalari misolida yangi leksik birlikni o‘zlashtirishdagi qiyinchiliklarga misollar keltirildi. Unda bo‘laklar, turkum iboralar, qo‘shimchalar va qo‘shimchalarning o‘quvchilarning leksik malakasini boyitish va oshirishdagi o‘rni ta’kidlanadi.

Kalit so‘zlar: leksik qobiliyat, leksik kompetensiya, xabardorlik, kognitiv, qarindoshlik, qiyinchilik, omofonlar, omograflar, soxta do‘stlar.

Introduction. Lexical competence (dependent variable): the basic synthetic understanding that it is necessary to use correct linguistic expressions[2]. Lexical competence, i.e., lexical knowledge is considered as one of the paramount aspects of the communicative competence that teaches to understand, learn, recall and bear in mind vocabulary items with a success. Apart from the aforementioned he also make it clear that the way of mastering a foreign language and its value is beyond the knowledge of the language’s form or structure, which in its turn, makes a contribution into the growth of different questions and considerations on the ways of teaching a foreign language, English in our case; hence, lexical competence is related to the semantics of the language, when students are provided with a variety of alternatives in understanding the meaning whatever the speaker’s purpose might be.

Literature review. K. Folse states that “vocabulary seen as the achievement of words with its semantic and pragmatic function is perhaps the most important component in L2 ability” [4].

According to Azimov *competent approach* – is a complex of general principles of forming learning aims and performing intercultural/interpersonal communication with native speakers suggesting a practical acquisition of a foreign language [1].

To D. Garcia lexical competence is a natural ability to utilize words in a proper way during a verbal interaction. He also emphasizes its connection to communicative competence [2].

One of the significant scientists Dik stated firmly that it could be obvious to determine lexical competence as being capable of using words appropriately and effectively in interacting verbally, i.e., as a part of the communicative competence [3; 5-6].

Laufer claimed that significant and the most obvious distinction between speakers of L1 and L2 in a foreign language was the number of lexical units they possessed [9]. Thus, this idea implies that broadening the size of vocabulary is one of the pivotal tasks for language learners, which will let them make it easy to recognize and interact in various contexts. Moreover, he suggests that learners of English, especially those from countries

where English is not spoken have a need to emphasize on real life conversations towards achieving appropriate English proficiency.

According to Wiegand, we should not see lexis only as a part of linguistics, but as the discipline which is independent and has significance [16]. However, CEFR which stands for the Common European Framework of Reference for Language deems lexis to be the part of the linguistic competence and it is defined the knowledge and ability to use the vocabulary of a language.

Lexical competence - knowledge of the vocabulary of the language, including lexical elements, and the ability to use them in speech. Lexical elements include words, regular combinations of words, stable combinations (phrasal verbs), complex prepositions, phraseological units [10].

A. Shchukin calls the lexical competence - the ability of students to determine the contextual meaning of a word, comparing a words’ volume in two different languages. Moreover, it’s the ability to determine a specific national characteristic of the peoples’ culture who speak this language in it [12].

Lexical competence is a crucial component of communicative competence, which develops in stages and has a number of levels that can be conditionally identified. The ability of students to resolve issues relating to the practical use of a foreign word in speech on the basis of acquired information and pertinent abilities is referred to as the level of formation of lexical competence [11].

According to Rose, vocabulary learning process is when learners collect and store lexical units in their brain, i.e., which is a collective process. Learners need to use the words learned and gain the feeling of understanding how they are used naturally.

Educators ought to show their students the ways and approaches to learning new words, and not just give ready vocabulary. Nowadays the teaching process in the class and all activities ought to be aimed at students, i.e., learner-centered. Hence, teachers should provide students with independence and make an environment conducive to learning so they become able to cope with new lexical units in context [17].

The lexical competence is the ability to put into practice productive and receptive skills of a language in dealing with the words of the language. Lexical competence is an aspect of both linguistic competence and communicative competence.

The term lexis derived from ancient Greek, meaning "word" which refers to all the words of a language and vocabulary. Nowadays it is believed that teaching vocabulary is done better with not just learning individual lexical units, but as chunks and patterns. Chunks are the group of words found together, some of which are fixed expressions. However, collocation is a type of chunk which entails two lexical words. Leo Selivan in his book called "Lexical grammar 2018" writes:

Language production is not a matter of simply combining words and rules but rather retrieval of the language that we are primed for, i.e., the patterns and combinations that we have previously seen and heard [13].

According to Selivan, the learning process of new structures better to start with getting exposed to chunks [13]. Since the number of chunks which are stored in memory expands, the ones applying to the same pattern start feeding into the grammar system step by step. This is when grammatical competence with a particular structure begins to emerge. Furthermore, he claims that a chunk is a regularly occurring, significant string of two or more words - either fixed or with changeable slots - that may be learned as a whole without the need to examine its constituent parts. As long as a chunk is stored to the long-memory it can be retrieved and utilized the way it is or being modified. Therefore, it obviates the need to generate a new chunk from individual words and grammar rules.

Learning a foreign language entails making associations or connections between a specific linguistic sign and its meaning in a given language, which in its turn means linking the specific graphic representation of a given word and its sound in that language with its meaning.

The linkages between the various language structures - phonological, syntactic, and conceptual - are highlighted by Jackendoff, and he also establishes their relationship: (...) language as a whole can be viewed as a mapping between sounds and meanings, with phonological structure acting as the encoding

Table 1. Difficulty in meaning of word

№	Statement	Scale				Absolutely no
		Absolutely yes	Yes	Don't know	No	
1.	<i>I can feel difficulty in mastering synonymy and antonymy</i>	39.0%	32.3%	6.6%	6.6%	12.3%
2.	<i>I can feel difficulty correctly defining the meanings of words</i>	33.3%	26.7%	20.0%	16.7%	3.3%
3.	<i>I can feel difficulty in words with similar form but different meaning</i>	33.3%	33.3%	33.3%	0.0%	0.0%

According to the table given above, we can see that all the 3 points show that students do have challenges in learning vocabulary. The highest level 73.3% of difficulty is presented in the form of acquiring synonyms and antonyms. It indicates that the students acknowledged that the vocabulary issue of synonymy and antonymy was of the highest mind-blowing.

The difficulty on the next step includes handling what the words mean as well as sets of sentences in English. J. Harmer claims that there are several subjects that students should learn so

Table 2. Difficulty in using improper vocabulary

№	Statement	Absolutely yes	Scale			Absolutely no
			Yes	Don't know	No	
1.	<i>I find it challenging to use vocabulary effectively for some lexical units can solely applied in certain situations.</i>	19%	32.2%	19%	19%	6.5%
2.	<i>I find it challenging to provide a synonym or antonym that fits into the sentence.</i>	34.3%	44.4%	11.0%	7.7%	6.9%

As we can see from the table it is clear that majority of students 76.6% acknowledge that they had trouble providing a word's synonym or antonym. Hence, we can conclude that vocabulary in the appropriate context is crucial while learning new words. The research revealed that students found it

of sounds in a linguistically particular manner and conceptual structure acting as the encoding of meaning. These two structures are connected by syntactic structure, which clarifies and improves the mappings between them [7; 126].

According to several scientists such as: Brown, Nation, Thornbury there are many reasons why some students struggle to learn language. Those include the following vocabulary learning elements as: meaning, proper use, pronunciation, orthography, and connotation [15]. The study says that it can be more difficult to learn words that are difficult to pronounce. The way of spelling of many lexical units may cause problems for students whose languages have fairly regular spelling systems. When we talk about the way of pronouncing, particular spelling patterns may cause confusion. So basically, language learners find it easier to remember lexical units with a wide variety of contexts rather than those with a narrow variety. It might be challenging to know when to employ specific terms properly.

Research methodology. When learning L2 vocabulary, one of the most crucial methods for meaning deduction is being able to recognize polysemy and tell apart homographs and homophones from one another as well as the various meanings they have in one or more languages, both generally and in specific contexts. Although there is just one visual stimulus reaching the brain, the word may have multiple meanings depending on concrete, unique settings, which the learner should be taught to recognize. The same might be said of homophones taken out of context (such as the verb "to hear" and the adverb "here"); in this instance, it may be a deceptive acoustic stimulus whose correct interpretation can only depend on contextual information.

We have conducted a survey in which students of universities were asked 3 questions. In this process, 116 students from Tashkent State Pedagogical University, 102 students from Jizzakh State Pedagogical University, and 82 students from Kokand State Pedagogical Institute were selected and were given a questionnaire.

Analysis and results. The first challenge is the meaning of words. The determination of the word's meaning, the mismatch between form and meaning, and synonym and antonym are the three elements of word meaning issue.

that the latter help them comprehend the meanings of words including grammar, collocation, synonymy, antonymy, connotative and denotative meaning. Since many words have several meanings, a lack of proficiency in certain areas may make it difficult to understand what words signify [5].

The other difficulty is using improper vocabulary. It comprises two components: when students are unfamiliar with widely used words or phrases and the limited use of words in a certain context.

challenging to put well-known terms or word groups that match into sentences or words together with their opposites.

The final difficulty is connotation, which addresses two issues: trouble understanding connotation and difficulty distinguishing word connotation meaning.

Table 3. Difficulty in connotation

№	Statement	Absolutely yes	Scale			Absolutely no
			Yes	Don't know	No	

1.	<i>I have difficulty comprehending the words' connotation whether it has constructive or destructive meaning</i>	25.7%	32.3%	32.3%	6.7%	00.0%
2.	<i>I have difficulty defining the words' connotational definition</i>	14.3%	32.3%	21.0%	27.7	6.7%

According to the statistics above, it is clear that since words can have either positive or negative connotations, the majority of respondents (60%) found it difficult to understand. The degree of the issue is considered to be high. Knowing the definition of an English lexical unit is the final barrier. Students have trouble comprehending the word's implications. The word's connotation might be good or bad. However, most of the students who have been interviewed claimed that the most difficulty in learning vocabulary is connected with how words are pronounced and spelled.

Conclusion. We came to the conclusion that awareness and attention have an impact on a foreign/second language acquisition as well. While L1 is learned implicitly, acquisition of L2 requires attention and awareness, and therefore cognitive effort. Since forgetting is also an aspect of cognitive processes it affects L2 learning process. We believe that by forgetting we get exposed to something new, in a new context. Thus, we can recombine the relearned information with the traces of the learned previously. Moreover, we forget we come back to the same information several times therefore revising the same word again and again.

The goal of the current study was to figure out the difficulties that students in higher educational institutions have while making an attempt to acquire the English language. We can come to conclusion that here are some challenges that students encounter when acquiring English vocabulary. These challenges include: 1) difficulty in distinguishing between the spelling and sounds of English words; 2) trouble in understanding the meaning of English sentences and words; 3) having trouble utilizing vocabulary appropriately in a given context; 4) unable to comprehend the meaning of an English word. Moreover, research illustrates that more than a half of errors (50%) on lexis are brought about by transfers from L1.

We agree that enriching vocabulary consistently makes all four aspects of language skills perform better resulting in efficient and successful communication. We can assume that lexical competence is being able to choose and use words effectively and appropriately during speech, and is part of communicative competence, which was introduced by Hymes, since he states that it includes "not only the ability construe and interpret linguistic expressions, but also the ability to use these

expressions in appropriate and effective ways according to the conventions of verbal interaction prevailing in a linguistic community" [6].

To sum up, according to our research we came to several conclusions:

1. Lexical competence, i.e., lexical knowledge is considered to be one of the paramount aspects of the communicative competence that teaches to understand, learn, recall and bear in mind vocabulary items with a success. It entails knowledge of the vocabulary of the language, including lexical elements, and the ability to use them in speech, i.e., words, polywords, collocations, chunks.

2. Lexical skills are based on the following operations:
a) a lexical unit's transfer from long-term to working memory (word recall);

b) a lexical unit's combination with the one before or after; and

c) figuring out how the scenario's choice and combination of lexical parts match.

3. Frequency plays the role of being basic principle in selecting words. The most famous dictionaries give a learner the lists with words which are arranged according to their use in speech or text. A student studying on a higher educational institution owns 3000 to 5000 active vocabulary; however, passive lexicon of the same student may entail the same from 5000 to 10,000. To be fluent in a foreign language communicator makes an effort to make his passive vocabulary into active one.

4. There are many reasons why some students struggle to learn language. Those include the following vocabulary learning elements as: meaning, proper use, pronunciation, orthography, and connotation. The way of spelling of many lexical units may cause problems for students whose languages have fairly regular spelling systems.

The process of learning language materials must attract and appeal students' interest to content so as to attain their influence, learners should be exposed to a language in an authentic way, and use language authentically. Moreover, it should entail adequate number of linguistic features. Use of authentic material forms a native-like language in learners' mind, since language awareness comes from everyday speech held on a range of topics.

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