

## Modern Strategy And Tactics In Learning The Vocabulary Of Modern English

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**Annotation:** *In the process of developing a person's language competence in English, in addition to learning grammatical rules, the formation of a vocabulary or vocabulary is a particular difficulty. Even with sufficient knowledge of grammar for communication, the development of lexical skills and the formation of a vocabulary that meets the requirements of modern realities require a huge amount of time and effort.*

**Key words:** vocabulary, vocabulary skills, active vocabulary, language material, corresponding concepts, teaching foreign languages.

In modern pedagogical practice of teaching foreign languages in General education schools, the issue of developing and searching for new methods and educational technologies to improve the effectiveness of language skills acquisition is quite acute. One of the main goals of teaching foreign languages in secondary schools is to master the ability of students to communicate directly with native speakers of the language being studied in the most common situations of everyday life. This means that students' assimilation of language material, grammatical rules, vocabulary, linguistic and cultural information, the formation of communication skills and abilities, as well as the development of abstract thinking, are necessary for the use of new language material in unfamiliar situations.

One of the main criteria for successful acquisition of language and communication skills by students is the formed and activated vocabulary. In the Explanatory dictionary of social science terms edited by N.E. Yatsenko vocabulary is considered as a "human vocabulary".

At the same time, the vocabulary is divided according to the nature and frequency of use. Zhmurov V. A. divides the human vocabulary into active and passive. An active vocabulary is considered to be all words that individual uses in their spoken and written speech. The peculiarity of active vocabulary is that the number of such words in children's speech grows much faster than the speed of mastering the appropriate meaning of the corresponding concepts in the language. Under passive vocabulary, all words that an individual can use in their speech and the meaning of which they understand when reading and listening. The passive stock is usually much larger than the active stock, which requires some explanation. In any case, this fact indicates that children learn the language much earlier than they begin to use an active vocabulary. [1]

The Cambridge Explanatory Dictionary for Advanced users defines a vocabulary as "a certain lexical stock of words, the meaning of which an individual understands and can use in language practice". [2]

Thus, the formation of the vocabulary is directly related to the formation of lexical skills of students.

Dmitrusenko I. N. defines a lexical skill as the ability to perform automatically and independently a number of actions and operations related to calling a word from long-term memory and correlating it with another lexical unit.

Most researchers consider a lexical skill to be complex and structured in different ways. At the same time, the following elements of a lexical skill are generally recognized:

1. calling a lexical unit from memory
2. combining a lexical unit with previous and subsequent units
3. determining whether a lexical unit selection matches

Consideration of the elements of a lexical skill is important, as it is reflected in the selection of training methods and the selection of lexical units for the formation of a lexical skill in the process of learning vocabulary.

A sign of vocabulary development is the formation of lexical skills corresponding to the types of vocabulary.

The main problem in the teaching method is the assessment of the degree of formation of lexical skills in students. The problem is caused, on the one hand, by the choice of criteria for evaluating the formation of lexical skills and, on the other hand, by the complexity of developing the methodology and validating it in practice. [4]

I. Yu. Rodionova distinguishes between qualitative and quantitative criteria for the formation of a passive lexical stock. The qualitative criterion includes taking into account the error of translation; according to this criterion, the understanding of words can be evaluated as correct and incorrect. In order to get a more accurate idea of the level of formation of receptive lexical skills of the subjects, an estimate of "approximately" was also used. The quantitative criterion evaluates the ratio of correctly understood vocabulary to the total number of unknown words. [3]

The criterion of formation and quality of lexical skills I. M. Berman, V. A. Buchbinder and others distinguish such a quantitative indicator as the volume of the dictionary on the topic. [5]

According to L. A. Tsvetkova, the most important criterion for the formation of a lexical skill is the speed of performing individual operations. A higher speed indicates a higher degree of skill formation. [6]

Thus, when choosing criteria for evaluating the formation of a lexical skill, it is advisable to use quantitative ones – the ratio of correctly understood vocabulary to the total number of unknown words, the volume of the dictionary on the topic.

From the qualitative criteria, it is advisable to take into account the inaccuracy of a translation performed at a high speed. [7]

Vocabulary in each language is not a simple sum of words, but a certain system of correlative and interrelated facts, so lexicology appears to us as a science not about individual words, but about the lexical system of the language as a whole. It is believed that words in a language denote specific objects and abstract concepts, as well as human emotions and will are expressed, the modality of utterances is determined, and so on. The Word acts as the main unit of a specific language, determining its special character among other language systems. Despite the undoubted reality of the word as a separate linguistic phenomenon and the bright signs inherent in it, it is difficult to define.

N. M. Shansky defines a word as "a linguistic unit that has in its original form one main stress, has a meaning, lexical-grammatical relatability and impenetrability".

Words are relatively equally understood by all members of society who speak a given language at the same time of its historical development. Therefore, when studying the correlation of words with the objects and phenomena of reality indicated by them, it is necessary to take into account historical data. Denoting an action, object, feature, phenomenon, namely, expressing the concept of them, the word performs its main function-nominative, which allows you to distinguish an object (phenomenon, feature, action) from a number of similar to it or a variety of other diverse objects.

According to V. V. Vinogradov, " the lexical meaning of a word is its subject-material content, which, being formed according to the laws of grammar of a given language, is also an element of the General semantic system of the dictionary of a given language. It is the basis of the semantic structure of the word". [8]

It is because of the psychological value of relationships with peers that the leading educational activity is replaced (which was typical for a younger student) by the leading activity of communication. Thus, the priorities within the school are gradually changing. The mental activity of adolescents is very high, but the ability to develop only in activities that cause positive emotions; success (or failure) in achieving educational goals significantly affects the motivation of learning. Grades play an important role in this: a high score gives you the opportunity to prove your abilities. The coincidence of assessment and self-assessment is extremely important for the inner well-being of a teenager. In the opposite case, internal discomfort and even conflict is inevitable. Taking into account such physiological features of puberty as misalignment of growth rates and development of various functional systems in a child, it is possible to understand extreme emotional instability. At this stage of the child's development, especially valuable recommendations are such as: the formation of positive educational motivation, the development of independent learning skills, and encouraging the student's desire to work together with peers. [9]

Taking into account the continuous development of foreign languages on the one hand and the need to update the linguistic skills of school students using vocabulary that meets modern language trends, on the other, we can say that the volume of mandatory knowledge is constantly increasing. With the increase in the volume of the studied material, such a problem appears as a decrease in the motivation of the student due to the inhibition of the memorization process with subsequent deterioration of academic performance in this subject. Thus, there is a need to use pedagogical technology that can adapt to the individual characteristics of each student's psyche, as well as contribute to the activation of cognitive skills of students and the development of their memory. One of the most promising

pedagogical technologies is mnemonics, which allows you to carry out the process of memorization by forming a system of associative connections.

1. The process of forming an English-language vocabulary is inextricably linked with the formation of lexical skills of students. Thus, it is possible to formulate General criteria for the successful formation of an English-language vocabulary based on the criteria for evaluating the formation of lexical skills:

- Quantitative criteria: the number of correctly understood and correctly used vocabulary relative to the total number of unknown words.
- Qualitative criteria: accounting for errors in translation or use of the studied words, performed at a high speed.

2. The volume of compulsory English language material in General education schools with in-depth study of English is constantly increasing due to the natural development of the language, which, due to the age and psychological characteristics of fifth-grade students, may cause a conflict with the further deterioration of academic performance in the subject of English. Therefore, there is a need to introduce pedagogical technology into the educational process, which makes it easier for students to learn material in a foreign language.

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