

УДК 811

Азимов Абдихамидулло Холманович,

преподаватель,

Каршинский государственный университет.,

г. Узбекистан

Asimov Abdukhamidova Of Kalmanovich,

Lecturer

Karshi

State University, Uzbekistan

ЛЕКСИЧЕСКАЯ РЕЧЬ НА АНГЛИЙСКОМ ЯЗЫКЕ

LEXIC SPEECH IN ENGLISH

Аннотация. В данной статье рассмотрена лексическая речь на английском языке.

Ключевые слова: английский язык, лексическая речь.

Annotation. This article discusses lexical speech in English.

Keywords: English, lexical speech.

Complex memory processes find their expression in the study of foreign languages. Psychological research in the field of memory is of particular importance for the methodology of teaching a foreign language. The study of the properties of memory helps to understand the patterns of language acquisition. According to the dictionary, memory is “the processes of organizing and preserving past experience, making it possible to reuse it in activity or return to the sphere of consciousness. Memory binds the subject's past with its present and future and is the most important cognitive function underlying development and learning. For decades, memory has been viewed in a very simplistic way - as simply capturing traces, storing them and reproducing them. The starting point for modern psychology is the understanding of memory as a complex activity aimed at imprinting a whole complex of various connections behind the subject of memorization, with their gradual inclusion in the subject's complex system of

connections. Memory is the basis of a person's abilities, it is a condition for learning, acquiring knowledge, and developing skills.

The types of memory differ depending on the type of memorized material, the analyzer that takes the greatest part in the perception of the material, the type of thinking and the time of retention in memory.

By the time of action, psychology distinguishes between long-term and short-term memory. Long-term - a memory subsystem that provides a long-term (over hours, years, sometimes decades) retention of knowledge, as well as the preservation of skills and abilities and is characterized by a large amount of stored information. The main mechanism for entering data into long-term memory and fixing them is repetition, which is carried out at the level of short-term memory. A meaningful interpretation of new material, the establishment of links between new and already known, is of decisive importance. In this case, the external, superficial form of the memorized message can be lost (for example, the exact sequence of words in a phrase), but its meaning, awareness of the role of linguistic material and the mechanism of thought formation, are retained for a long time. The use of visual aids, and other methods and techniques that cause emotions, increases efficiency memory. Long-term memory is a repository of linguistic material ready for use in speech activity. To develop long-term memory in language classes, special exercises are used, for example, memorizing texts. Short-term (or operational) memory is a memory subsystem that provides operational retention and transformation of data coming from the senses and from long-term memory. This subsystem manifests itself as a complex action characterized by a limited storage time of information and (up to 30 seconds) and a limited number of retained elements. A person retains operational units in his memory (words, parts of sentences, intermediate results of thinking when constructing sentences) as long as they are needed to implement the intended content. When expressing a thought, a person retains the selected structure and words in short-term memory until he forms a phrase. Memorizing the external form of an utterance in order to immediately reproduce it illustrates the action of short-

term memory. On the language classroom envisages the special practicing Nij aimed at developing short-term memory. One of these exercises is "Snowball", ie. all the more complex and increasing in terms of memorization of the statement. Short-term memory is the most important mechanism of speech activity. In the process of speaking, it acts as one of the conditions for the successful implementation of speech activity as a means of organizing and retaining material. In accordance with the type of material, verbal (verbal), figurative, motor and emotional memory are distinguished. Verbal (verbal) memory is aimed at memorizing words. Figurative memory. This type of memory is associated with the sense organs, thanks to which a person perceives the world around him. In accordance with the sense organs, 5 types of figurative memory are distinguished: auditory, visual, olfactory, gustatory, and tactile. These types of figurative memory are developed unevenly in a person, one is always predominant. Motor memory has as its object movement, their coordination and sequence. Emotional memory is a memory for experiences. She participates in the work of all types of memory. On the emotional memory is directly based memorizing material strength: the fact that a person is an emotional experience, remembering etsya them easily and for a longer period. It is known that memory can be classified by the dominant participation of one or another analyzer. So, psychology distinguishes between such types of memory as visual, auditory, motor and verbal memory. These types of advanced image memory in humans are uneven, some or all GDS are predominant. However, it is noted that about 60% of people use primarily visual memory. Visual memory is associated with the storage and reproduction of visual images. This type of memory assumes a developed human capacity for imagination. In particular, the process of memorizing and reproducing material is based on it: what a person can visualize visually, he, as a rule, is easier to remember and reproduce. Auditory memory is aimed at memorizing and accurately reproducing a variety of sounds, such as musical, speech. From the point of view of the methodology of teaching foreign languages, the study of the relationship between verbal memory and such types of figurative memory as visual, auditory and motor memory is of particular interest. All types of

memory (visual, auditory and motor) are involved in language acquisition. In a number of works on psychology, it has been established that the best conditions for the development of verbal memory is to rely on the work of all other types of memory, i.e. when we are affected by sound, visual and motor images. The more different ways the reaction enters the nervous system, the more firmly it will be held there. This provision underlies the methods of visual teaching of a foreign language. In methods such as audiovisual, visual and auditory visualization are put at the heart of the entire process of teaching a foreign language. Experience with this method shows, however, that the combination of visual and auditory memory alone is not enough to achieve the learning goal. It also requires reinforcement of verbal and motor memory. The motor memory associated with the writing process has been undeservedly forgotten in recent years. In our opinion, the inclusion of written exercises in the system of teaching a foreign language is necessary not only from the point of view of the development of skills and abilities of written communication, but also from the point of view of the development of common verbal memory for all types of communication. Depending on the type of thinking, they distinguish between associative, logical, and mediated memory. Associative memory is characterized by the fact that the elements of the memorized are associated with each other associatively. Logical (semantic) memory is built on a logical-semantic (causal) relationship between memorized elements. Indirect memory includes associative and logical memory. By the nature of the participation of will in the processes of memorizing and reproducing material, memory is divided into involuntary and voluntary. Involuntary memory is called such memorization and reproduction that occurs automatically and without much effort on the part of a person, without setting him a special anemic task (for memorization, recognition, preservation or reproduction). When working with arbitrary memory, such a task is always present, and the process of memorizing or reproducing itself requires volitional efforts.

Three interrelated processes are distinguished in memory: memorization, preservation and reproduction (see Appendix 4).

Each stage is important for memory functioning in general. And on each it is possible to use special methods of optimizing memory performance. Therefore, these stages will be considered separately: perception, remembering, forgetting, preserving, remembering. At the stage of perception, it is important to ensure, first of all, the effective work of attention, since with its lack, loss of information is possible. At the heart of every effort to remember is a need or interest. They create the motivation needed to get attention and focus on what needs to be remembered. Concentration of attention is supported by attention itself, and without it, the preservation of traces in memory cannot be guaranteed. The work done by the mind when concentration is achieved is also important. The next condition for the correct functioning of memory is a sufficient structural organization of the memorized. Representing the memory scheme in the form of a chain, it can be seen that there are three possible reasons for breaking the connection between the links:

- Lack of need, interest or motivation;
- Lack of attention or concentration;
- Incorrect organization of the material.

Memorization is "a process of memory that ensures the preservation of material in memory as the most important condition for its subsequent reproduction ." The use of the set of communicative exercises developed by us in teaching the lexical side of dialogical speech provides the development of theoretical and logical thinking, all types of memory, its processes (perception, memorization, preservation, reproduction), and communicative competence.

BIBLIOGRAPHY

1. Badmaev B.Ts. Psychology in the work of a teacher. 2000.

2. Belyaev B.V. Psychological foundations of mastering foreign language vocabulary: a guide for teachers and students. M.: Publishing house "Education", 1964. - 136 p.
3. Blonsky P.P. Memory and thinking. SPb.: Peter, 2001. 288s.
4. D.V. Brukov Methodology and linguistics. M., 1981.
5. Great psychological encyclopedia. M.: Eksmo, 2007. -- 544s.
6. Bunyaeva N.Yu., Epikhina N.M. The use of mnemonics in teaching German. - M: Chisty Prudy, 2007. - 32p.
7. Introduction to Psychology. 1996.
8. Vein A.M., Kamenetskaya B.I. Human memory. Moscow: Nauka, 1973. 208s.
9. Verbitskaya M.V., Kopylova V.V. On the teaching of foreign languages in secondary school, taking into account the results of the Unified State Examination in 2005: Methodological letter // I.YASH, 2006. №3. S.2-13.
10. G. S. KUDRATOV Methodology for enhancing the interaction of students in a foreign language lesson. QUESTIONS OF PEDAGOGY. Journal of scientific publications 1. Part 106-108 article 2020
11. RASHIDOV .OZ. DIDACTIC GAME AND GAME SITUATIONS AS A MEANS OF DEVELOPING INTEREST IN KNOWLEDGE .page 37-40 Actual problems of the humanities and natural sciences // №4 2020
12. J.A .LINGUISTIC FEATURES KENJABAYEV OF THE DEVELOPMENT OF ORAL SPEECH COMPETENCE OF THE DIRECTION OF PHYSICAL CULTURE EDUCATION (ON THE EXAMPLE OF SPORTS TERMINOLGY) .EUROPEN JOURNAL OF RESEARCH AND REFLECTION IN EDUCATIONAL SCIENCES.PROGRESSIVE ACADEMIC PUBLISHING, UK p-.8 48 vol November , 11,2020 issn 2056-585 2, www.idpubliccations.org.UK

