



## **The Notion of Lexical Minimum and How to Enhance Lexical Competence on B2 Level**

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**Abstract:** Nowadays the knowledge of English and being fluent in it is deemed as a major factor of success not only in everyday life but also in the sphere of education, since it opens new vistas for students and helps with their future career. However, since there is insufficient for Uzbek students with foreigners and exposure to the English language, this situation presents difficulty for the learners to master the language on a high level. Consequently, learners tend to use their mother tongue due to their inadequate vocabulary. We think that much more attention should be paid on teaching vocabulary and developing of their lexical competence.

**Keywords:** lexis, minimum, colloquial, active, passive, interlinguistic, fluency, collocation, semantics.

### **Introduction**

The passive minimum is selected basing on fragments taken from the written literature. Active lexicon is received from live speech, i.e. from student's oral speech, and passive one is from written sources selected and intended to be used by the student in his written speech.

Foreign language vocabulary is an active part of the school minimum. It consists of 1000 lexical units. On this basis again passive lexical units are selected in accordance with the educational conditions of the school. The amount of vocabulary is directly related to the amount of study hours depends.

When choosing an active dictionary, it is in the first and second group criteria and demarcation of synonyms from the third, of words combination, word formation and polysemy criteria will be the basis. The criteria of the first group when choosing a passive vocabulary and the possession of semantic value and the ability to form words, criteria of ambiguity and thematic relevance are used. The dictionary is shown in the process of forming the minimum the criteria must be interrelated.

The unit of choice has been the cause of continuous debate in science is a methodological concept. Methodological requirements for this unit are put: first, the selection unit criteria and selection must be relevant to the event, and secondly, they are objective it is necessary to distinguish based on actions. So, the unit of choice words, lexical-semantic and lexical-phraseological options and speech cliché (pattern-sentence) in a certain sense is taken. A word with the same meaning or a stanza that is equivalent to a word the combination is considered a selection unit of the lexicon (the meaning is in the dictionary it is shown that the meaning of the word is in the speech activity of this meaning is to emerge, and the concept is formed in thinking).

The distribution of vocabulary is carried out in two stages: 1) divided into active and passive lexical minims, i.e. verbal Speech teaching is one of the goals of education and active in the second stages, for studying at the higher stage passive lexicon is different, half of passive lexicon is verbal is also

presented in speech; 2) reproductively and receptively the minimum of classes when creating a textbook to be acquired is separated in the form.

According with the **CEFR**, learner of B2 level must be able to:

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Reaching B2 is generally considered by most people as having basic fluency. A learner will have a working vocabulary of around 4000 words.

Methodological classification (in Russian literature " методическая типология

(классификация)", in the acquisition of language units due to the difficulties that occur, they are divided into different categories is understood as isolation measures. Hence the classification the term is associated with the phenomenon of involuntary difficulty.

American foreign language teaching psychologist in the 1930s H. Hughes had an idea of dividing foreign language lexicon by comparison with the native language into easy/difficult categories. The classification of H. Palmer, one of the famous Methodists, is widely known in science and is popular with many people has studied the difficulties of application. Another one the great Methodist Ch. Friz is the function of the word in the sentence and based on the nature of the combination, the total vocabulary is divided into four groups classified by 2: auxiliary words, substitute words, negation words that indicate presence or absence and thing, action, quality expressive words.

The first two groups, according to Friz, the asset is under development are the most complex words. Famous Methodist R. Lado classified the lexicon according to **interlinguistic interference**.

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. For example, the dictionary "Longman" shows how frequent a word used by such signs as: S1, W1 which mean spoken 1000, written 1000. This signs include 3 levels, which in their turn, mean the most used 1000, 2000, 3000 words. These words are chosen and dictionaries were compiled basing on the statistical calculations of specially selected words in different literature.

In the field of vocabulary, according to Michael Lewis and Jimmy Hill, the

Main emphasis should be made on the use of those lexical combinations that are used in real communication. At the same time, we must avoid the other extreme:

Excessive use of everyday, spoken English, especially in conjunction with "slang" unofficial or semi-official situations.

In Uzbekistan, in accordance with the National test level system of Language Assessment the use of the CEFR is implemented as follows: Table 1.1.

**Table 1.1. The national test level system of language assessment**

Level		Level of Uzbek Educational system
Proficient level	C 1	Philological higher education, Master's Degree, Doctorate Degree
Independent User	B 2	Higher education
	B 1+	Language Academic lyceum, special schools
	B 1	Academic lyceum
Basic User	A 2+	Special language secondary school

	A 2	Secondary school
	A 1+	Special language elementary school
	A 1	Elementary school

Hence, the final result to achieve for the undergraduates of the non-linguistic institutions in the State Educational Standard to FLT is B2 level of language proficiency. In our case, i.e. in foreign language teaching major, undergraduates must achieve the level of C1. According with the decree issued by the President of the Republic of Uzbekistan under the number 5117, those who are eager to continue their education in language teaching, and obtain Master's degree or Doctorate Degree must have C1 level of language proficiency.

The common reference levels of CEFR show us the differences between B2 and C1 level: (Using the CEFR: Principles of Good Practice. -CUP, 2011. -P.8.)

<p><b>B2 level students:</b></p> <p>Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p><b>C1 level students:</b></p> <p>Can understand a wide range of reading, longer texts, and recognize implicit meaning. Can express him/her fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p>
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Moreover, learning collocations is an important part of language learning, vocabulary learning, which helps to increase lexical competence. Since we try to improve students' vocabulary on B2 level it means the goal is getting them on C1 level. On this level learner shows a high fluency of a language and good command of it. Hence, learning collocations can:

- make the speaker sound most natural make a mistake (not do a mistake), strictly forbidden (not strongly forbidden)
- give the speaker alternative ways of expressing thoughts and be precise;

**bitterly cold** instead of **very cold**, **pitch dark** instead of **very cold**,

- enhance writing style poverty **breeds crime** instead of **causes crime**, a **substantial meal** instead of a **big meal**.

Linguistic competence is understood as language competence (knowledge of vocabulary and grammar rules that allow transforming lexical units into utterances) and language activity (reflecting the degree of formation of communicative skills in such types of language activity as reading, writing, speaking and listening)

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