

**“TYPES OF SPEECH SKILLS IN A FOREIGN LANGUAGE”**

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**Annotation:** This article explores the methodological foundations of teaching vocabulary in a foreign language, emphasizing both linguistic and psychological aspects of word acquisition. It examines the dual nature of the word—its emotional (external) and semantic (internal) components—and explains how concepts are formed through logical processes such as comparison, analysis, abstraction, synthesis, and generalization. The study outlines the two-stage methodology of vocabulary instruction: the static stage, which includes selecting, organizing, and classifying lexical units for textbooks, and the dynamic stage, which focuses on developing learners’ lexical skills. Special attention is given to methodical selection, where lexical minimums are created based on scientific criteria, and to the distribution of vocabulary into active/passive and reproductive/receptive categories.

**Key words:** Foreign language vocabulary, Lexical units, Vocabulary teaching methodology, Active and passive vocabulary, Reproductive and receptive vocabulary, Methodical selection, Methodical distribution, Methodical classification, Lexical minimum, Linguistic and psychological aspects, Word meaning and concept, Language acquisition.

According to psychologists, a human child acquires the experience accumulated by human society through words, because thinking takes place with the help of language. A word, as a unit of language, expresses concepts. The collection of words in a language forms the vocabulary as a system.

A word has emotional (external) and semantic (internal) aspects. The term “emotional” indicates that a word is “stimulating.” Through visual and auditory perception, we see it (when reading) and hear it (when listening and understanding). We can pronounce it (through speech-motor sensation) and write it (with the help of hand-motor sensation). When a word is written or spoken, it can be seen or heard. The internal (semantic) aspect of a word refers to its meaning and the concept it conveys.

Meaning refers to the connection of a word with the object or phenomenon it denotes. A concept, in turn, is a form of thinking that reflects the essential features of an object or phenomenon. A concept is formed through logical processes such as comparison, analysis, abstraction, synthesis, and generalization. For example, the concept of “white” is expressed in Spanish, English, German, French, Persian, and Russian by the words *bianco*, *white*, *weiß*, *blanc*, *safed*, and *белый*. The concept being expressed is the same, but the words are seven different forms. Each word, unless it is a strict term, may express several meanings. For instance, in *oq qog ‘oz* (white paper), *oqlar* (bullets), *oq-qako ‘chirmoq* (to copy cleanly), *oq suvoq* (white plaster), *oqlanib chiqmoq* (to be justified), the word *oq* appears with different meanings.

Meaning is studied by linguistics, while the concept is investigated by psychology. The meaning of a word is a linguistic term and can be found in a dictionary. The content of a word, however, relates to speech; it cannot be found in a dictionary and is known through a person’s experience or through the immediate context. For example, the dictionary gives the meaning of the word “five”. But depending on its use in speech, a student may associate it with a grade for academic performance, a person waiting for a bus may associate it with a route number, and a market seller or buyer may associate it with the price of an item in soms or dollars, and so on.

The methodology of teaching language material, including vocabulary, proceeds in two stages. The first stage is the methodological process prepared by specialists and required to be understood by the teacher. At this stage, vocabulary is selected, methodically organized (distributed), classified, and presented in the textbook (in a static form). All four of these procedures are carried out with the teacher’s needs in mind.

This static stage of teaching vocabulary is followed by the dynamic stage, that is, the development of lexical skills (see Section 2 of this chapter).

**Selecting vocabulary.** In methodology, the term *selection* is familiar to teachers. However, this concept does not yet have a precise scientific-methodological definition. In methodology, the process of creating a microsystem—intended for learners—based on criteria developed in linguistics, from the language’s macrosystem, is called *methodical selection*. When a methodologist begins selecting vocabulary, they work using the following methodological concepts: “source of selection,” “criteria for selection,” and “unit of selection.”

The *source of selection* refers to choosing vocabulary for the lexical minimum from the language system. Usually, the linguistic minimum, including vocabulary, is selected from the speech of the target language being studied. More precisely, the active minimum is selected from dialogic speech found in literary works or from

recorded samples of spoken-standard language. The active part of the school minimum of foreign-language vocabulary consists of about 1,000 lexical units. Based on this, additional passive lexical units are selected according to school learning conditions. The size of the vocabulary to be taught is directly related to the number of instructional hours.

It is well known in language-teaching methodology that the first thousand most frequently used words make it possible to understand about 80 percent of the content of an average-difficulty text. The second thousand adds 8–10 percent, the third thousand about 4 percent, and the fourth and fifth thousands increase comprehension by only an additional 2 percent. The basic two thousand words are sufficient to obtain 85–90 percent of information from a text. However, as noted above, this discussion refers to vocabulary selected according to established scientific criteria. **Distribution of vocabulary.** In scientific literature, this concept (called “методическая организация” in Russian sources) is expressed by the term *methodical organization*. Compared to the selection of language material, the issue of distribution has received less scientific attention.

In school subjects that teach the foundations of science, the distribution of learning material is carried out from simple to complex and according to other didactic principles. Since foreign language learning involves the development of communicative activity, vocabulary is distributed according to the methodological rules of foreign language teaching.

The distribution of vocabulary is carried out in two stages:

**Division into active and passive lexical minimums.** In the first and second stages of instruction, where the goal is to teach oral communication, active vocabulary is emphasized. At higher stages, passive vocabulary is expanded for reading purposes. Half of the passive vocabulary is also introduced in oral activities.

**Division into reproductive and receptive vocabulary.** During textbook design, vocabulary is classified into class-based minimums depending on whether students should be able to produce (reproductive) or recognize (receptive) the lexical items.

**Classification of vocabulary.** At this stage of methodically preparing language material, methodological scholars carefully examine learners’ linguistic experience and divide the units to be taught into “easy” and “difficult” groups.

The term *methodical classification* (in Russian sources: “методическая типология (классификация)”) refers to the process of categorizing language units into various groups based on the difficulties learners encounter while mastering them. Thus, the concept of classification is closely associated with the idea of difficulty.

It is natural to ask what proves the practical necessity of methodical classification. A single sentence is enough to explain it: classification is needed to divide the difficulties of acquisition into levels.

The issue of classifying language material has always attracted the attention of methodologists both abroad and in our country. Since the 1960s, methodical classification has been actively studied, and significant research has been conducted in this area.

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