LEXICAL APPROACH AS A METHODOLOGICAL BASIS FOR BUILDING COLLOCATION COMPETENCE

Radjabova Khilola Abdurasulovna
PhD researcher
"TIIAME" National Research University,
Tashkent.
Kheelola15@gmail.com
h.radjabova@tiiame.com
ORCID ID: https://orcid.org/0000-0002-1234-237X

Abstract. This article explores the integration of the communicative-cognitive and lexical approaches in foreign language teaching, with a focus on developing collocational competence. Modern educational demands necessitate the adoption of effective teaching strategies, with a particular emphasis on principles, methods, and tools for foreign language instruction. The communicative-activity approach is highlighted for its focus on communicative competence, activity-based learning, and a learner-centered process. Meanwhile, the lexical approach, which emphasizes vocabulary over grammar, aims to enhance students' ability to use language effectively through lexical chunks and collocations. The article examines the benefits of using authentic language contexts and corpus-based data to reinforce the learning of collocations, demonstrating the compatibility of the communicative-cognitive and lexical approaches. The discussion underscores how both approaches, while differing in their emphasis on vocabulary, complement each other in enhancing language learning, particularly for philology students learning English. Ultimately, the lexical approach is presented as an effective methodological framework for fostering collocational competence and improving overall language proficiency.

Key words: *lexical approach, communicative approach, lexical competence, collocations, teaching collocations.*

INTRODUCTION

Modern educational conditions place new demands on the implementation of the educational process, especially the process of foreign language teaching. The effectiveness of the implementation of new educational goals directly depends on the choice of principles, methods and means of teaching. It is known that the choice of methods and techniques of foreign language teaching is determined by a more general methodological basis of teaching - an approach. At present, from the whole variety of approaches to foreign language teaching, the communicative-activity (personal-activity) approach is preferred, the main features of which are: focus on the formation of communicative competence, activity-based learning, focus on the personality of the learner, etc. [Nunan, 1998; Brumfit, 1992; Littlewood, 1994]

Many methodologists use the communicative-cognitive approach to foreign language teaching [Bagramova, 1993], taking into account the principle of consciousness in learning, according to which learning should be constructed as a cognitive process [Galskova, Gez, 2008, p. 144-145]. This approach is eclectic (or combined). It is based on the provisions characteristic of the communicative and cognitive approaches to foreign language teaching [Kolesnikova, Dolgina, 2001, p. 37]. Thus, the implementation of the communicative-cognitive approach presupposes, on the one hand, the language orientation of the learning process and, on the other hand, the awareness of the mastery of the language material.

DATA COLLECTION AND RESULT

As a consequence, language teaching should not only be based on perception and mechanical memorisation of language units (structures, phrases, speech patterns) or rules. The communicative-cognitive approach is also based on individualising the learning process, using a personality-oriented approach, and relying on the individual cognitive styles and learning strategies of the students. It should be added that when students communicate with each other and with the teacher, as in real life

[Kolesnikova, Dolgina, 2001, pp. 27, 30-31; Shamov, 2005, p. 43], the learning process is not only personal but also social. In the context of our study, in addition to the currently dominant communicative-cognitive approach to foreign language teaching, the lexical approach is of particular importance. The methodology of foreign language teaching has long been based on the idea of a "grammatical-vocabulary" dichotomy in language. It was believed that grammar was the foundation of the language and that vocabulary was what was built on top of this foundation [Hill, 2000; p. 47].

However, modern linguistics has moved towards a new concept of language, according to which it is largely composed of "prefabricated lexical chunks" in which collocation, the lexical-phraseological combination of words in speech, plays a key role [Hill, 1999, p. 3]. Researchers [Graney, 2000, Carter, McCarthy, 1988; Sinclair, 1991; Lewis, 1993] have made a major contribution to the development of this vision of language.

Such a view of language finds expression in many methodological approaches to foreign language teaching [Lewis, 1993; Hill, 1999]. This approach includes the mastery of the whole range of vocabularies and their compatibility, with the emphasis on the formation of the ability to use words [Kolesnikova, Dolgina, 2001, p. 36]. The learning process is aimed at the formation of students' collocational competence in general and in scientific language in particular by using this approach to the teaching of scientific language in English. Basic principles of lexical approach to foreign language teaching were first formulated by M. Lewis in 1993 [Lewis, 1993]. Among the main provisions of the lexical approach, we can highlight those that need to be addressed in the context of our article [Lewis, 1993; Graney, 2000, p. 1; Kolesnikova, Dolgina, 2001, pp. 36 - 37; Thornbury, 2002, pp. 112 - 117].

Firstly, the lexical approach denies the division of the language material into grammar and vocabulary. Vocabulary comes in undifferentiated blocks called lexical

units which the learner must master. The key element of the lexical approach, the learning unit, is collocation.

Secondly, and inseparably connected with the first, the most important thing in foreign language teaching is to increase the student's awareness of lexical units and to develop the student's ability to use these units in speaking (the ability to "chunk" language successfully). This ability has been referred to as 'collocation competence' in the work of a number of foreign language researchers [Hill, 1999; Jaen, 2007; Richards, 2008]. One of the components of successful communication in a foreign language is the demonstration of collocational competence in speech. Third, in the selection of teaching material, it is important to pay attention to the maximum use of authentic language and speech resources. It should be noted that there are currently different approaches to the definition of authentic texts. According to I.I. Khaleeva, authentic texts are texts "produced by native speakers for native speakers, i.e. really original texts, created for real conditions and not for the educational situation" [Khaleeva, 1989, p. 193]. Despite the ambiguity in assessing the appropriateness of using authentic texts in foreign language teaching, it is necessary to emphasise that their use helps to compensate for the lack of a language environment. From the point of view of the lexical approach, this advantage can be presented as follows: using authentic texts increases the likelihood of students encountering typical lexical units [Thornbury, 2002, pp.116-117].

Thirdly, the use of authentic contexts is worthy of special attention in the context of the present study. By contexts, we mean the entirety of the meaning of the written or oral language, allowing to determine the meaning of the words or sentences contained therein [Passov, 2009, p. 119]. It is also understood as the linguistic environment of a certain linguistic unit; conditions, features of use of a certain element in language. A linguistic corpus of texts can be a source of authentic contexts. Responding to a query in a corpus, the corpus manager simultaneously presents many authentic contexts (collocations) in which the desired lexical unit occurs. Using such contexts to build

collocation competence has a number of advantages over using completed texts. In contrast, in a text, words are presented in different contexts and their use is usually limited to a few occasions. When reading a coherent text, students tend to become absorbed in the flow of the argument without noticing many new words they come across [Cobb, 1999, p. 3]. It should be noted, however, that there are disadvantages to the use of collocation lines in comparison to the use of full texts, and these disadvantages should be addressed.

For example, because context is short, incomplete and does not form a coherent story, students may not be interested in using it [Cobb, 1999, p. 3]. But some corpus managers make it possible to overcome this problem by giving access, on request, to a broader context or to the text in which the lexical unit of interest appears.

Fourthly, the data of computational linguistics and discourse analysis are used to develop educational programmes for the lexical approach to foreign language teaching. In the creation of lexical syllabuses (lexical syllabus, semantic syllabus) the main principle is the principle of compatibility of words; the main thing is the meaning of words and not their form. The most frequently used words convey the most frequently occurring meanings. Corpus data are used to identify the most frequently used words. Phrases in which these words occur are also identified. On the scale of the study we are carrying out, a well-considered lexical approach plays an important role in selecting and organising educational materials and in constructing a course for the formation of students' collocational competence.

Therefore, the set of principles of the lexical approach described above, which play a methodological role in this study, can be presented as follows:

1. The principle of focusing teaching on building collocational competence as a component of communicative competence.

2. The principle of the use of collocation as a unit of learning.

3. The principle of presenting a lexical unit in a multi-contextual way.

4. The lexical and semantic principle of the selection and organisation of the teaching material.

DISCUSSION AND CONCLUSION

Comparing the above provisions of the communicative-cognitive and lexical approaches to foreign language teaching, we can conclude that many provisions of these approaches do not contradict each other, but complement each other, and often some provisions follow from others. For example, both approaches are characterised by a language focus in the learning process. Both approaches also have a common psychological feature, namely the development of thinking in the process of mastering a language. Accordingly, they share the principle of authenticity of the language and speech material chosen, the principle of awareness in learning and the principle of activity-based learning. One of the main differences between the communicative-cognitive approach and the lexical approach is the understanding of the role of vocabulary in speech. The primary importance attached to vocabulary in the lexical approach determines differences in the choice of a unit of study, in the setting of objectives, as well as in the principles of selection and organisation of material, which in turn is reflected in the compilation of curricula.

Thus, on the one hand, the above-mentioned rules and principles of the lexical approach to foreign language teaching are in many respects consistent with the rules and principles of the communicative-cognitive approach, which is currently the priority, and, on the other hand, the lexical approach makes it possible to focus attention directly on mastering the lexical side of language. This circumstance makes it possible to use the lexical approach as a methodological basis for foreign language teaching aimed at developing collocation competence in general and in the process of teaching English to philology students in particular.

REFERENCES

1. Bagramova, N. V. (1993). *Lingvo-methodological foundations of teaching the lexical aspect of oral speech in English as a second foreign language in a pedagogical university*: author's abstract. dis. ... doctor of ped. sciences. - St. Petersburg, 1993. - 31 p.

2. Botirjon, S., Mukaddas, J., Azannat, J., & Sarvar, A. Modern Method Of Teaching Foreign Languages To Students Of Higher Educational Institutions Of.

3. Brumfit, C. J. (1992). *Communicative Methodology in Language Teaching*: *The Role of Fluency and Accuracy*. - Cambridge: CUP, 1992.

4. Carter, R., & McCarthy, M. (1988). *Vocabulary and Language Teaching*. Longman. 11

5. Cobb T. (1999). *Breadth and Depth of Lexical Acquisition with Hands-on Concordancing* // Computer Assisted Language Learning. - 1999. - Vol. 12 (4). - P. 345-360. - URL: http://www.lextutor.ca/cv/Breadth.htm (ref: 11.02.2025).

6. Galskova N. D., Gez N. I. (2008). *Theory of teaching foreign languages. Linguodidactics and methodology*: textbook. aid for students lingv, un-tov and fak. in. language higher ped. textbook establishments. — 5th ed., erased. - Moskow: Publishing house. Center "Academy", 2008. - 336 p.

7. Graney J. M. (2000) Review of M. Lewis (Ed.) *Teaching Collocation.* Further Developments in the Lexical Approach [Electronic resource] // Teaching English as a Second or Foreign Language: an Electronic Journal, - R-12, December 2000. - Vol. 4, No 4.

8. Hill J. (1999) *Collocational Competence* // English Teaching Professional. -. - No 11.-P. 3-6.

9. Hill J. (2000) *Revising Priorities: from Grammatical Failure to Collocational Success* // Teaching Collocation. Further Developments in the Lexical Approach / M. Lewis (ed.) - Heinle, 2000. - P. 47-69.

10. Jaen M. M. A Corpus-driven Design of a Test for Assessing the ESL

Collocational Competence of University Students / Servicio de Publicaciones. Universidad de Murcia // International Journal of English Studies (IJES). - 2007. -Vol. 7, No 2. -P. 127-147.

11.   Khaleeva I. I. (2011) Fundamentals of the Theory of Teaching Understanding of Foreign Language Speech (Translator Training). - M.: Higher School.

12.   Shermatov, B. (2024). MODERN ROLE-PLAYING GAMES ARE USED IN THE EDUCATIONAL PROCESS OF LEARNING A FOREIGN LANGUAGE. *SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY*, *2*(19), 24-26.

13.   Sattorova, D., & Inagamova, G. (2025). THE EFFECTIVE WAYS OF AI USAGE IN LEARNING FOREIGN LANGUAGES. *ANALYSIS OF MODERN SCIENCE AND INNOVATION*, *1*(5), 285-288.