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**MASTERING COMMUNICATIVE STRATEGIES  
AND LEXICAL FLOURISH IN ENGLISH**

**Key words:** communicative strategies; vocabulary; lexical units; lexical skills; communicative competence; English; speech exercises

**SUMMARY**

The article deals with the problem area of intensive teaching of a foreign language. Conceptual ideas for the formation of communicative competence based on expanding the vocabulary of the English language are being implemented in order to test the developed methodology. The methodological and pedagogical techniques of working with vocabulary are described, mechanisms are determined that contribute to the psychological conditions for the assimilation of the active vocabulary. This aspect is paramount to success. Students must have a high level of motivation to learn lexical items. The level of motivation development depends, first of all, on the teacher's experience and the relevance of the material being studied. The essence of the intensification of learning processes is defined as a intensification of the functions of consciousness and subconsciousness in educational activities. In everyday situations, language learners are often confronted with unfamiliar words and phrases that hinder their understanding of the language. In addition, learners have difficulty in situations where language barriers prevent them from expressing themselves effectively. The fact that the dictionary of the language contains about 300 thousand words is only of theoretical interest for a beginner to learn this language. Perhaps the main principle for the rational organization of their studies, especially at the initial stage, is the economy of words. You need to learn to memorize fewer words, but do it as best you can. Indeed, one of the main basic tasks in learning a foreign language is to increase the number of actively used words, which improves the level of a person's literacy and introduces a significant variety in his speech. To memorize new words well, you need to spend a lot of time and make every effort. Types of memory can be classified into three types: short-term (deals with information processing immediately at the time of its receipt), medium-term (reproduces information received recently) and long-term (capable of storing part of the information throughout its life). In addition, memory can be passive or active. Thus, in order to replenish the vocabulary of the English language, it is necessary to arrange the memorization of new words so that the information is deposited in long-term memory and reproduced by its active part. This can be done quite simply if you

use modern techniques for memorizing new information. As you know, for the best development of communication skills, it is necessary to master new teaching methods and strategies aimed at developing such activities as speaking, reading, writing and listening. To solve the set tasks, certain intellectual skills are required, the formation of linguistic, sociolinguistic and pragmatic competence. Comparison of a foreign culture with the culture of one's own country should not be a cultural shock, but on the contrary, as W.Humboldt wrote: "Through the diversity of languages, the wealth of the world and the diversity of what we learn in it are revealed to us; and human being becomes wider for us, since languages in distinct and effective features give us different ways of thinking and perception". As noted, language learning strategies are some of the most well-researched areas of language education. Accordingly, some scholars have defined the term "foreign language learning strategies", developed a typology and identified more than 100 individual strategies. Thus, in most languages, teaching the principles and rules of classifying languages and linguistic units (taxonomy) is one of the most common methods. When studying a foreign language, communicative strategies are used that contribute to the disclosure and development of skills and abilities, the elimination of any mistakes in the grammatical field and the expansion of the vocabulary of students [2, p. 35]. Requirements for the level of formation of skills and abilities in the process of teaching foreign languages include an intercultural linguistic aspect, suggesting the following:

- perception and adequate use of deviations from the standard norm of modern English (dialectal, colloquial, socially-colored);
- knowledge of the differences in the methods of linguistic realization of intentions in Azerbaijan and the country of the target language;
- the ability to act in everyday situations in the country of the target language;
- awareness of the significance of the experience acquired in the native culture, and the degree of its influence on the character and actions of a person;

Unfortunately, for a long time, the main principle of the format for constructing the old authoritarian system of language education was the relationship at the level of "instruction-fulfillment". Innovative and creative ideas that allow using these principles in a new format of language education cause fear and reluctance in students to revise their usual working methods and use more effective innovative technologies. Although it is generally accepted that the development of communication skills occurs only with the presence of motivation and expression of their individuality. For the successful introduction, consolidation and activation of vocabulary, we highlight the psychological and methodological aspects, as well as thematic and situational introduction of vocabulary. In the first approach, we select lexical units, the most common phrasal verbs, idioms, using visual material, definitions, translation and the method of linguistic guesswork. Students make up dialogues, sentences, monologues, various situations. This stage, in our opinion, contributes to the consolida-

tion of new vocabulary, speeds up the memorization process. The studied lexical units are used in speech exercises and grammatical tasks, logical and associative connections are established. All this makes it easier to memorize lexical units. All linguistic material is systematized into thematic groups of varying complexity. These thematic selections help us design lessons around specific topics, taking into account the individual characteristics of the students. It is also noteworthy that language teaching can best summarize specific actions and forms of activity, behavior or thinking process that students consciously intend to use to enhance their own language learning. They learn not only to listen to themselves, but also to speak their thoughts, to enter into communication with a representative of another culture. We encourage students to cooperate, organize conferences and thematic meetings with native speakers, to conduct research work in Internet projects, and we consider this is an important pedagogical and methodological technique. The next technique that is used in the work to expand the lexical stock is memorizing the situationally introduced lexical units. The proximity of knowledge to real life makes it more understandable. It is the use of bright, memorable techniques that is situationally justified, as well as creative and interesting, because new living conditions pose new challenges. The essence of the language is made up of multi-aspect conceptual relations that manifest themselves at a deep level and create a complex conceptual network. B.A. Borukhov believes: "For a long time, linguistics has studied not language as such in the unity of its bodily and spiritual aspects, but only the grammatical, syntactic, semantic skeleton of the language. It was for this reason that it was not possible to build a bridge from language to thinking, to find the beginning that connects them. Meanwhile, not the skeleton, but the soul of the language, that is, the worldview, the ideology of the system of values objectified in it, directly connects it with the soul of the speaking subject, his inner world, thinking" [4, p. 38]. A program was developed to help master the basics of communication in English in oral and written forms. Its relevance lies in the fact that, along with improving the English-speaking communicative competence, the program contributes to self-education using various methods of introducing lexical units and expanding the vocabulary of the learner's language. For the purpose of a more visual demonstration, illustrative material is used (drawings, photographs, videos, various schemes), translation is used with an explanation of the most incomprehensible points, lexical units are explained using definitions, synonyms, antonyms to systematize words, the technique of linguistic guesswork (international words, gestures, facial expressions, context). At the stage of activating lexical units, students perform a variety of creative exercises:

- make up mini-situations with staged dialogues on behalf of different characters, using an image, posture, gestures, facial expressions, symbols, signs;
- compose monologues with the use of new lexical units based on the plan;
- practice elements of language material in pre-speech exercises;

- interact in natural communication situations, where structurally completed actions are used in the communication function.

In classroom and extracurricular activities, students should be able to use the following communication strategies:

1. Explain the words and phrases they want to say when they do not have a high level of English.

2. React appropriately when faced with unfamiliar words or phrases in English.

3. Correct when students use an English word incorrectly.

The increase in the frequency of foreign words leads to numerous errors in their understanding. Of the latter, 13% are convinced that they understand the meaning of the presented foreign words, although in reality they do not understand them correctly, and the rest either have not heard certain foreign words, or do not know their meaning, or have a superficial, inaccurate idea of their meaning [7]. Any person who is engaged in in-depth study of a foreign language thinks about how to increase the vocabulary of a foreign language. This aspect is paramount to success. One of the main basic tasks in learning a foreign language is to increase the number of actively used words, which increases a person's literacy level and introduces a significant variety in his speech. To memorize new words well, you need to spend a lot of time and make every effort. The beginner's task is to master the most necessary words and expressions as quickly as possible, the active minimum of which will be enough to start speaking in English. Thus, the conceptual basis for determining the target purpose of expanding vocabulary, content and teaching strategies is precisely the sociocultural approach to language education, on the basis of which students would form knowledge about the realities and traditions of the country and would be included in the dialogue of cultures.

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#### **DİLİN TƏLİMİNDƏ STRATEJİ DİALOQ VƏ SÖZ EHTİYATININ ZƏNGİNLƏŞDİRİLMƏSİ**

**Açar sözlər:** kommunikativ strategiyalar; lüğət; leksik vahidlər; leksik bacarıqlar; kommunikativ bacarıq; İngilis dili; nitq tapşırıqları

**XÜLASƏ**

Biliyin bölüşdürülməsi təkcə elmi deyil, həm də adi mənada sosial fəaliyyət sferaları prinsipinə uyğun olaraq həyata keçirilir. Xarici dilin dərinədən öyrənilməsi ilə məşğul olan hər bir şəxs xarici dilin söz ehtiyatını necə artırmaq barədə düşünür. Bu aspekt dilin effektiv tədrisi və öyrənilməsi üçün əsasdır. Tələbələr leksik elementləri öyrənmək üçün yüksək motivasiyaya malik olmalıdır. Motivasiyanın inkişaf səviyyəsi, ilk növbədə, müəllimin təcrübəsindən və öyrənilən materialın aktuallığından asılıdır. Təlim proseslərinin intensivləşdirilməsinin mahiyyəti təhsil fəaliyyətində şüur və şüuraltı funksiyaların intensivləşdirilməsi kimi müəyyən edilir. Gündəlik vəziyyətlərdə dil öyrənənlər tez-tez dili başa düşmələrinə mane olan naməlum söz və ifadələrlə qarşılaşırlar. Bundan əlavə, dil öyrənənlər müəyyən mövzu ətrafında fikirlərini effektiv ifadə etmək üçün müəyyən vəziyyətlərdə çətinlik çəkir. Məqalə xarici dilin intensiv tədrisinin problem sahəsindən bəhs edir. Hazırlanmış metodologiyanın sınaqdan keçirilməsi məqsədilə ingilis dilinin lüğət tərkibinin genişləndirilməsi əsasında kommunikativ sərişənin formalaşdırılması üçün konseptual ideyalar həyata keçirilir.

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### **СТРАТЕГИЧЕСКИЙ ДИАЛОГ В ОБУЧЕНИИ ЯЗЫКУ В ПУТИ ОБОГАЩЕНИЕ СЛОВАРНОГО ЗАПАСА**

**Ключевые слова:** коммуникативные стратегии; запас слов; лексические единицы; лексические навыки; коммуникативная компетентность; английский; речевые упражнения

#### **РЕЗЮМЕ**

Этот аспект имеет первостепенное значение для успеха. Студенты должны иметь высокий уровень мотивации к изучению лексических элементов. Уровень развития мотивации зависит, прежде всего, от опыта преподавателя и актуальности изучаемого материала. Суть интенсификации процесса обучения определяется как интенсификация функций сознания и подсознания в учебной деятельности. В повседневных ситуациях изучающие язык часто сталкиваются с неизвестными словами и фразами, которые мешают их пониманию языка. Кроме того, учащиеся испытывают трудности в ситуациях, когда языковые барьеры мешают им эффективно выразить свои мысли. Тот факт, что словарь языка содержит около 300 тысяч слов, представляет только теоретический интерес для начинающего изучать этот язык. В статье рассматривается проблемная область интенсивного обучения иностранному языку. В целях апробации разработанной методики реализуются концептуальные идеи по формированию коммуникативной компетенции на основе расширения словарного запаса английского языка. Описаны методические и педагогические приемы работы со словарным запасом, определены механизмы, способствующие формированию психологических условий усвоения активной лексики.

**Referee: Professor Mammedova Zemfira**