



METHODOLOGY FOR THE DEVELOPMENT OF LEXICAL COMPETENCE OF 10-11 GRADES PUPILS ON THE BASIS OF A COMMUNICATIVE-COGNITIVE APPROACH (ON THE EXAMPLE OF KARAKALPAK GROUPS)

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ABSTRACT

This article presents a methodology for enhancing the lexical competence of students in grades 10-11, focusing on Karakalpak groups, through the application of a communicative-cognitive approach. The study outlines key strategies for vocabulary acquisition and retention, emphasizing interactive and contextualized learning experiences. By integrating cognitive strategies and authentic assessments, educators can facilitate the development of lexical skills while promoting cultural understanding. The proposed methodology offers a tailored approach to language instruction, fostering language fluency and communicative competence among Karakalpak students, ultimately empowering them to navigate diverse communication contexts effectively.

Introduction: In today's multilingual and interconnected world, the need for students to develop a nuanced understanding of vocabulary within various cultural and communicative contexts is paramount. This study delves into the unique challenges and opportunities faced by Karakalpak groups in fostering lexical competence, considering the specific linguistic and socio-cultural dynamics at play. By leveraging the communicative-cognitive approach, which emphasizes authentic communication, critical thinking, and language processing strategies, this methodology aims to equip students with the tools to navigate and expand their lexical repertoire effectively [3]. Through a structured research design and targeted interventions, this study seeks to not only assess the impact of the communicative-cognitive approach on students' lexical development but also to identify best practices and potential areas for improvement. By examining the outcomes of this methodology in the context of Karakalpak groups, valuable insights can be gleaned to inform language teaching practices and strategies in diverse linguistic settings. By delving into the intersection of lexical competence, communicative-cognitive approaches, and the unique needs of Karakalpak student groups, this study contributes to the broader discourse on language education and pedagogy. It is hoped that the findings and recommendations of this research will serve as a valuable



resource for educators, curriculum developers, and policymakers seeking to enhance language learning outcomes and foster greater linguistic proficiency among students [1].

Methodology: The development of lexical competence in students of grades 10-11 within Karakalpak groups presents a unique opportunity for educators to implement a communicative-cognitive approach that integrates theoretical principles to enhance language learning. This essay explores the methodology for developing lexical competence using this approach and addresses the specific needs and characteristics of Karakalpak students. The initial step in this methodology involves identifying the lexical needs of the students through a comprehensive needs analysis. By assessing language tests, conducting interviews, and analyzing curriculum materials, educators can gain insights into the specific vocabulary requirements of Karakalpak students in grades 10-11. This tailored approach ensures that the vocabulary instruction is relevant and meets the communicative and academic needs of the learners. Building vocabulary lists is a crucial component of the methodology, as it provides a structured framework for introducing and reinforcing new words and phrases. By categorizing vocabulary based on topics, themes, and language functions, educators can organize the learning process effectively and provide students with a clear roadmap for developing their lexical competence. Contextualized learning plays a pivotal role in the communicative-cognitive approach, as it allows students to connect new vocabulary to meaningful contexts and situations. By using authentic materials such as texts, videos, and real-life scenarios, educators can help students understand how lexical items are used in practical communication, enhancing their ability to apply the vocabulary in real-world settings. Moreover, communicative activities form an integral part of the methodology, offering students opportunities to practice and use the new vocabulary in interactive and engaging ways. Role-plays, discussions, debates, and collaborative projects enable students to communicate effectively, develop fluency, and internalize the vocabulary through active participation. Cognitive strategies are another essential aspect of the methodology, as they help students remember and retain new vocabulary more effectively. Techniques such as mnemonics, visualization, semantic mapping, and word association games empower students to engage with the vocabulary on a deeper level, enhancing their lexical learning and retention. Feedback and reflection are key components of the methodology, allowing educators to monitor students' progress and provide personalized support to address areas needing improvement. By encouraging students to reflect on their learning strategies and language use, educators promote metacognitive awareness and empower students to take ownership of their lexical development. Assessment plays a critical role in evaluating students' lexical competence and progress in language learning. Formative and summative assessments measure students' ability to understand, produce, and use vocabulary in diverse contexts, providing valuable feedback for both educators and learners to track development and set goals for improvement. Cultural integration is essential in the methodology for developing lexical competence within Karakalpak student groups. By integrating elements of Karakalpak culture, traditions, and language into the vocabulary learning process, educators make the learning experience more engaging, meaningful, and culturally relevant for students. In conclusion, the communicative-cognitive approach offers a comprehensive methodology



for developing lexical competence in students of grades 10-11 within Karakalpak groups. By following the steps outlined in this essay, educators can create a dynamic and interactive learning environment that empowers students to enhance their vocabulary, communication skills, and overall language proficiency effectively. Through a tailored approach that considers the specific needs and characteristics of Karakalpak students, educators can foster a supportive and engaging language learning experience that enables students to become confident, proficient language users within their cultural context.

Results and Findings: The study conducted with Karakalpak groups of students in grades 10-11 has provided valuable insights into the effectiveness of the communicative-cognitive approach in developing lexical competence. Through a tailored methodology that integrates cultural and contextual elements specific to the Karakalpak language and community, significant progress was observed in students' vocabulary acquisition and language proficiency. This essay discusses the key findings and implications of the study, highlighting the importance of a student-centered approach in language education. One of the main findings of the study was the effectiveness of the communicative-cognitive approach in enhancing students' lexical competence. By focusing on real-life communication scenarios and cognitive processes, students were able to acquire and retain a wider range of vocabulary. The interactive and engaging nature of the approach encouraged students to actively participate in the learning process, leading to more meaningful and lasting language development. Moreover, incorporating cultural and contextual elements specific to the Karakalpak language and community proved to be beneficial for students. By connecting vocabulary to their linguistic heritage and everyday experiences, students were able to make meaningful connections and deepen their understanding and retention of the language. This not only enriched their vocabulary but also fostered a sense of pride and appreciation for their cultural identity. The methodology also emphasized the use of a variety of interactive activities such as dialogues, role-plays, games, and discussions to engage students in the learning process. These activities not only improved students' vocabulary but also enhanced their speaking and listening skills, providing a holistic approach to language development. By creating a dynamic and stimulating learning environment, students were motivated to actively participate and apply their language skills in practical settings. Furthermore, the study highlighted the importance of regular formative assessments and feedback mechanisms in monitoring students' progress and providing personalized support. This individualized approach allowed educators to address any difficulties students faced and adapt teaching strategies to meet their specific needs. By offering ongoing support and guidance, students were able to improve at their own pace and build confidence in their language abilities. Additionally, the integration of technology, such as language learning apps and online resources, further supported students in expanding their lexical knowledge beyond the classroom. By utilizing digital tools to supplement traditional teaching methods, students were able to access a wealth of resources and practice opportunities to enhance their language proficiency. This blended approach to learning proved to be effective in engaging students and promoting independent language practice. In conclusion, the study demonstrated the promising outcomes of the communicative-cognitive approach in developing lexical competence among Karakalpak



students in grades 10-11. By tailoring the methodology to the specific needs and cultural context of the learners, significant improvements in vocabulary acquisition and language proficiency were observed. Continued research and refinement of this methodology could further enhance language learning outcomes in Karakalpak communities, ultimately empowering students to communicate effectively and confidently in their native language.

Conclusion: In conclusion, the communicative-cognitive approach provides a robust framework for the development of lexical competence among students in grades 10-11, particularly within the context of Karakalpak groups. By integrating this approach into language instruction, educators can effectively enhance students' vocabulary acquisition and usage while promoting meaningful communication and cultural understanding. Overall, the communicative-cognitive approach serves as a valuable tool for empowering students in grades 10-11, particularly those in Karakalpak groups, to enhance their language proficiency and cultivate a deep appreciation for their unique linguistic heritage. By fostering a dynamic and engaging learning experience grounded in meaningful communication and cognitive strategies, educators can support the holistic development of students' lexical competence, enabling them to thrive in their academic endeavors and beyond.

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