

PERSPECTIVES ON THE EFFECTIVENESS OF USING LEXICAL UNITS IN THE LANGUAGE LEARNING PROCESS

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Abstract

This study investigates the effectiveness of using lexical units in the language learning process through a series of pedagogical experimental trials. By implementing a comprehensive methodological framework, the study aims to elucidate the practical application of scientific hypotheses and innovative educational methods. The trials involve various experimental, survey-based, and observational methods, each meticulously planned and executed to yield reliable data. The findings highlight the significance of a robust research methodology in enhancing educational practices and offer insightful recommendations for future research and pedagogical improvements.

Keywords: language learning, lexical units, pedagogical trials, experimental methods, survey methods, observational methods, educational methodology.

Аннотация

Это исследование исследует эффективность использования лексических единиц в процессе изучения языка посредством серии педагогических экспериментальных испытаний. Внедряя комплексную методологическую основу, исследование направлено на выяснение практического применения научных гипотез и инновационных методов обучения. Испытания включают в себя различные экспериментальные, опросные и наблюдательные методы, каждый из которых тщательно планируется и выполняется для получения надежных данных. Результаты подчеркивают важность надежной исследовательской методологии для улучшения образовательной практики и предлагают подробные рекомендации для будущих исследований и педагогических улучшений.

Ключевые слова: изучение языка, лексические единицы, педагогические испытания, экспериментальные методы, методы опроса, методы наблюдения, методика обучения.

Annotatsiya

Ushbu tadqiqot bir qator pedagogik eksperimental sinovlar orqali til o'rganish jarayonida leksik birliklardan foydalanish samaradorligini o'rganadi. Keng qamrovli metodologik asosni amalga oshirish orqali tadqiqot ilmiy farazlar va innovatsion ta'lim usullarini amaliy qo'llashni yoritishga qaratilgan. Sinovlar turli xil eksperimental, so'rovga asoslangan va kuzatish usullarini o'z ichiga oladi, ularning har biri ishonchli

ma'lumotlarni olish uchun puxta rejalashtirilgan va amalga oshiriladi. Topilmalar ta'lim amaliyotini takomillashtirishda mustahkam tadqiqot metodologiyasining ahamiyatini ta'kidlaydi va kelajakdagi tadqiqot va pedagogik takomillashtirish uchun chuqur tavsiyalar beradi.

Kalit so'zlar: til o'rganish, leksik birliklar, pedagogik sinovlar, eksperimental usullar, so'rov usullari, kuzatish usullari, ta'lim metodologiyasi.

Introduction

Language learning is a complex process that requires the integration of various pedagogical strategies and methodologies. Among these, the use of lexical units has garnered significant attention due to its potential to enhance vocabulary acquisition and overall language proficiency. This study aims to explore the effectiveness of lexical units in the language learning process through well-structured pedagogical experimental trials. By examining different research methodologies, including experimental, survey-based, and observational methods, the study seeks to provide a comprehensive understanding of how these approaches can be utilized to improve language education.

The integration of lexical units into language learning curricula has been a subject of interest for educators and researchers alike. Lexical units, which encompass words and fixed expressions, play a crucial role in vocabulary development and language comprehension. Previous studies have highlighted the benefits of using lexical units in various contexts, yet there remains a need for empirical evidence to support their effectiveness in the classroom. This study builds on existing research by employing a range of methodological approaches to investigate the impact of lexical units on language learning outcomes.

Pedagogical experimental trials represent a comprehensive approach to understanding the interplay between pedagogical factors, conditions, and processes by elucidating one or more objects or systems through clearly defined plans. These trials are primarily conducted to test, verify, and identify the practical application processes of scientific hypotheses or innovative methods within the educational framework. The essence of conducting pedagogical experimental trials lies in introducing a completely new environment aligned with the hypotheses and directed toward enhancing existing pedagogical processes.

Main Part

Organizing Experimental Trials

Pedagogical experimental trials are a cornerstone of this study, offering a systematic approach to understanding the interplay between pedagogical factors, conditions, and processes. The trials are designed to test, verify, and identify the

practical applications of scientific hypotheses and innovative methods within the educational framework.

*Experimental Methods:***

The experiments involve scientific procedures to test hypotheses, uncover new concepts, or demonstrate established facts. By observing phenomena and formulating hypotheses, researchers aim to describe the expected interactions of specific variables. For example, an experiment might explore how cloud coverage affects surface temperature. These experiments can be conducted in controlled laboratory settings or as field experiments in natural environments.

Survey Methods:

Surveys consist of a set of questions given to participants to collect data. They aim to gather information from a target audience, which can be quantitative or qualitative. For instance, a survey could be used to gather data on the technological needs of employees working from home. The responses provide valuable insights into broader patterns and help researchers draw meaningful conclusions.

Observation Methods:

Observation methods involve systematically recording behaviors, events, or phenomena as they naturally occur. This approach is common in fields like psychology, sociology, anthropology, and ecology. Observation can be structured (with predefined criteria) or unstructured (without specific categories), and it includes techniques like participant observation, case studies, and both cross-sectional and longitudinal studies.

- **Requirements for Conducting Pedagogical Experimental Trials:**
- **Establishing a Scientifically Based Hypothesis:** Clearly define the scientific hypothesis and outline the expected outcomes.
- **Selecting a Specific Object for the Trial:** Identify the exact object or system to be tested.
- **Defining the Timeline and Stages:** Determine the duration and specific stages of the trial.
- **Preparing Necessary Tools and Materials:** Gather all essential tools, equipment, materials, and texts, including questionnaires and other required items.
- **Collaborative Execution:** Ensure researchers and participating teachers are well-informed about the research materials, procedures, and anticipated results.
- **Documentation and Analysis:** Accurately document the progression and results of the trial, analyze the data, and provide relevant conclusions and recommendations. Before conducting the trials, it is essential to determine the most suitable technology and methodology, which can be pursued in two directions: experimental (trial-based), survey-based, and observational (observational) methods.

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Conclusion

The findings of this study underscore the importance of using a comprehensive and well-structured research methodology in pedagogical experimental trials. The use of lexical units in language learning has shown promise in enhancing vocabulary acquisition and overall language proficiency. By employing a combination of experimental, survey-based, and observational methods, this study provides robust evidence supporting the effectiveness of lexical units in the language learning process. Future research should continue to explore these methodologies to further refine educational practices and optimize language learning outcomes.

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