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Content of development of students' lexical competences in the pedagogical process

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Abstract. In this article, in the pedagogical process, linguists, Methodist scientists on the development of students' lexical competence, increasing spelling literacy, the set of linguistic units in speech, the development of oral and written speech, thinking, reasoning, attitude and thinking, and the ability to think creatively. and psychologists' scientific views were analyzed and personal comments were expressed.

Key words: the content of lexical units, spelling standards, oral and written literacy, speaking skills, competence, educational tasks, communicative, creative approach, thinking, visual exhibitions, vocabulary types, work on the text.

Enter. In the pedagogical process, along with the development of students' lexical competences, the development of their oral speech, their written speech is of great importance based on the norms of the literary language.

The main part. In order to develop students' lexical competence based on the requirements set in the curriculum, one of the main tasks is to develop their knowledge and skills, such as speaking, listening, listening comprehension, and reading comprehension. "It should be noted that students can use it consciously in their speech only if they understand the meaning of each sentence and word." One of the primary goals in developing students' lexical competence is to work on the word and its dictionary meaning. Students can consciously use words in their speech only if they know the words well. A detailed understanding of the linguistic rules of the language allows students to choose words specific to the text of speech styles. Completing the educational tasks listed in the methodological supplies and analyzing them in cooperation will be the basis for understanding each other's opinions.

Also, the improvement of the level of the students' oral speech development indicator is manifested in the free analysis of the scientific, poetic, artistic text and the independent thinking of the content of the text. Also, if they are able to read a scientific text and retell it orally, from the point of view of being able to express their thoughts and relationships, their written speech and literacy will increase. According to S. Salimova, writing thoughts and information without mistakes, i.e. "spelling is a sign of literacy, and literacy is a sign of culture." Spelling literacy of students is one of the types of written work, which is related to a number of tasks performed by them. These are the following:

- acquiring the culture of reading and regularly reading various scientific and artistic books;

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- "Explanatory dictionary of the Uzbek language", "Spelling dictionary of the Uzbek language", developing the skills of working with the dictionary of types of words according to the relationship of form and meaning;

Learning to effectively use the lexical wealth and wise words of the Uzbek people in their speech;

- working with tasks that develop thinking

- read the recommendations of experts on working on mistakes and shortcomings made in the creation of a text and pay attention to the development of practical skills;

In addition, the students should behave as a culture, act intelligently, be humble, write their thoughts correctly following the orthographic rules, avoid typical, spelling, and stylistic errors. it is assumed that it will not allow. At this point, the opinion of Methodist scientist K. Mavlonova is important. "One of the main factors of teaching students to think creatively is to provide them with the necessary knowledge that encourages them to think, express their opinions, and draw logical conclusions. For this, it is necessary to try to direct each lesson to the formation of students' creative thinking skills. It is necessary to give such knowledge and skills that as a result, the student can independently compose sentences, texts, write essays, statements, and freely interpret pictures and visual films. Exercises in the course of the lesson teach students to make a correct speech, speak fluently, write accurately, and express their opinion. Work on vocabulary types is effective in eliminating errors and shortcomings, such as hesitations in writing some words, inability to independently fill official texts without looking at samples, not knowing the spelling of certain speech sounds. Linguists H. Jamolkhanov and K. Sapayev in the study guide entitled "Problems of Imli" interpret the solution to this problem as the change of writing, while O'Usmonova points to dialects as the reason. It is necessary to teach the dialect speakers of a certain region to follow the standards of the literary language. We can see an indicator of growth in the ability to follow the norms of literary language in spelling literacy. In particular, it is appropriate to say the words that have entered our vocabulary in syllables. "At the time of copying, attention is paid to the sound-letter composition of words. But there are recommendations in scientific sources that the importance of syllabic writing in improving spelling literacy is huge. Because new words to our language such as briefing, diversification, modernization, if the students work on these words and learn their dictionary meaning perfectly, the skills of practical application in live speech will be strengthened.

It is also important for students to learn the semantics of lexical units, so that they always know how to pronounce phonetic units correctly. "Phonetic units (sound, syllable, stress, intonation) it is noted that a certain relationship should be established between phonological units (phoneme, syllable, accenteme, intotoneme). Accurate pronunciation of speech sounds and adherence to stress and intonation during speech is an important function for intelligible hearing of words.

"Learning vocabulary means building more lexical skills. Accordingly, the formation of lexical skills consists of three stages:

1.Introducing, discovering the meaning of a new word and re-pronouncing.

2. Practicing and strengthening the use in speech situations.

3. Stage with a changing situation" .

"The process of learning a word is to understand what it means; remember the word; covers the ability to use words correctly in different situations of communication." The essence of the scientists' thoughts is to follow the meaning of the word, the rules of orthography, to memorize lexical units and to put it into action. Pupils acquire knowledge, skills and abilities about the meaning, essence, spelling of words.

Using the information listened to, theoretical information, the students can find a suitable word instead of dots, it shows their thinking and ingenuity.

It helps to develop, and creating a text with the participation of these words serves to develop their speaking skills. Therefore, the sentences in the text should be connected. "The text is the largest unit of the language with structural, meaningful and communicative integrity, which is formed in oral and written form based on the connection of the sequence of sentences." A text consisting of any sentence content is not connected speech. Selection of words related to a topic, coherent expression of ideas, content relatedness of paragraphs, compliance of morphological indicators and punctuation marks with literary language standards are the requirements of connected speech. One of the main tasks in order to determine the correct structure of connected speech is to perform an exercise orally, to analyze the sentences he has composed. While performing this task, it is advisable to perform exercises and tasks and organize interesting games so that he can eliminate the mistakes he made during the construction of connected speech.

Summary. As a result of the reader's expressive reading,careful reading of texts,colorites, which represent the subject matter of the text, the meaning-essence of the sentences contained in the text, are comprehensively understood, and their spelling literacy increases.

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Use of macros in the Microsoft Office package

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Abstract: This article describes the use of macros in the Visual Basic for Applications (VBA) programming language in Microsoft Office applications, as well as commands that automate the work that the user can do in the VBA programming language. One of the opportunities that cannot be achieved with the standard tools of Office applications is the possibility of interactive testing in PowerPoint presentations.

Key words: macros, Visual Basic for Applications (VBA), interactive test, control tests, control tests, Developer, control buttons, properties window

The use of macros in the Visual Basic for Applications (VBA) programming language in the applications of the Microsoft Office software package is a separate, unique topic in the study of computer science. On the one hand, macro-programming in VBA creates many possibilities that cannot be achieved with the standard tools of office applications, for example, when using a keyboard, converting characters when typing a Russian text in Latin case in Word, and conducting interactive tests in Excel or PowerPoint presentations. In MS Access, a macro is a sequence of actions. They are stored in a window reminiscent of a table so that they are stored in the order in which they should be executed. These actions are executed when the MS Access macro is run. Macros make using Access much easier. Macros are useful for binding buttons on forms. Operations can be performed using these buttons. Macros can be used to create custom add-ons and dialog boxes.

However, on the other hand, it is very difficult to study this topic. That's why this topic is often avoided in educational literature (or, at least, is limited to

describing how to perform simple entries in macros as a sequence of user actions with menus, buttons and other elements of the interface). At the same time, it is very difficult to find macro-programming literature, so very few users know how to use such a convenient and universal mechanism for completing the functionality of office applications.

Macro programming in VBA can be one of the important subjects of computer science in educational institutions, as well as a continuation of the subject of programming in Visual Basic. Also, while VBA is a bit unique, Visual Basic programming can serve as an always-on environment for learning purposes (and custom programming environments can be purchased and installed separately). will need to be installed).

The following practical tasks of different levels allow to work independently (but under the guidance of the teacher) during the lessons, the main issues of using macro programming in VBA in the PowerPoint environment, in the example of creating interactive test tasks in computer science and mathematics. Such tasks can form the basis of designing and organizing research work of students. The first level quests are simple enough, the next level quests are more complex and take relatively more time to complete, but the next level quests require partial application of the results of the previous level quests. In this case, the teacher, at his own discretion, or taking into account the specific characteristics of the class, uses the features of different levels of the proposed tasks in order to activate teaching, divides the class into several groups with different levels of preparation, and Mastery may give weaker students only level 1 and level 2 tasks, and stronger students may give higher level tasks in addition to these tasks. Also, the teacher can use the "higher" level tasks as a reserve to give to the students who managed to complete the tasks of the previous level before the deadline. And finally, in the simplest version, the teacher should make it a condition for the students that the correct completion of the first two level tasks will guarantee a grade of "3", and the completion of the next level tasks will add one more point to the grade. Possible

At the same time, the examples presented in Visual Basic for Applications are in some cases very unique, because even the built-in help description (Help) does not describe the relevant material clearly enough, so some programming methods were found experimentally by the authors.

Control tests are different from audit tests. In the control tests, it is not reported whether the question was answered correctly or incorrectly, regardless of how the answer was given, it is passed to the next question, that is, it is not possible to return to the previously answered question. When conducting control

tests, i.e. at the end of the test, the number of correct and incorrect answers, the student's score from the control must be displayed on the screen.

The PowerPoint program has the ability to create control tests, and actions such as setting buttons, determining the number of correct and incorrect questions, and calculating the points collected from the control are performed directly using Visual Basic for Application (VBA). The control buttons included in the slide are implemented using the "Developer" plug-in in the Microsoft Office package.

First of all, it is required to equip the slides for the control test

Content of slides:

Slide 1 is the title slide, where the "Start Test" and "Exit" buttons are placed. When the "Start test" button is pressed, "S", which counts the number of correct answers in the computer's memory, is set to zero and moves to the next slide.

Next slides 2-11 (equal to the number of questions participating in the test, i.e. the test will consist of 10 questions) are entered in the title line of the test question and the number of answer options to the control buttons equal to the number of answer options.

Slide 12 will be used to announce the test results. It contains the button "Exit" and "Return to the beginning of the test".

Do the following:

To make the Controls tab active, go to the File tab and select the Parameter command. Select the "Nastroit ribbon" section of the window that opens and set the "flag" in front of the "Developer" tab located in the right panel of the window and click the OK button.

Theoretical information:

The control buttons of the "Developer" tab are as follows

Today we know that many commands are automated, i.e. macrosed, used in application software (ADT). Students will need to know how to use macros to create their own automated system to deliver automated commands.

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