

[lisikeng@gmail.com](mailto:lisikeng@gmail.com)

**УДК: 81'243:378**

[majalvov@gmail.com](mailto:majalvov@gmail.com)

**Larysa Afanasieva**

Instructor of the foreign languages department,  
Dnipro National University of Railway Transport  
named after academician V. Lazarian

**Maya Smyrnova**

Instructor of the foreign languages department,  
Dnipro National University of Railway Transport  
named after academician V. Lazarian

## **FORMATION OF LEXICAL COMPETENCE WHEN STUDYING A FOREIGN LANGUAGE IN A TECHNICAL UNIVERSITY**

**Annotation.** In the modern world a foreign language and its study are among the most priority aspects of the education sector. This is largely due to the important role that a foreign language plays for the life of today's society. And the study of any foreign language is closely connected with the study of new vocabulary and the constant replenishment of the vocabulary of students. Lexical knowledge is an important part in the student's cognitive activity. As an integral part, they are included in the “cognitive base” of students; provide a solid lexical basis in mastering the language. For an effective and fruitful process, teaching a foreign language in a technical university is very important in the selection of certain types of exercises and their sequence in the learning process. This article discusses and analyzes similar types of exercises, which should be distinguished taking into account the sequence of formation of skills and the nature of the

operations underlying them. Each type should include species that ensure sufficient repetition of new lexical units.

**Key words:** mastery, foreign language, system of exercises, language material, technical university, perception, lexical skills, competence.

**Афанас'єва Лариса Вячеславівна**

викладач кафедри іноземних мов,

Дніпровський національний університет залізничного транспорту

ім. академіка В. Лазаряна

**Смирнова Майя Львівна**

викладач кафедри іноземних мов,

Дніпровський національний університет залізничного транспорту

ім. академіка В. Лазаряна

## **ФОРМУВАННЯ ЛЕКСИЧНОЇ КОМПЕТЕНЦІЇ ПРИ ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ В ТЕХНІЧНОМУ УНІВЕРСИТЕТІ**

**Анотація.** У сучасному світі іноземну мову і його вивчення є одними з найбільш пріоритетних сторін сфери освіти. Багато в чому це пов'язано з тією важливою роллю, яку відіграє іноземна мова для життєдіяльності нинішнього суспільства. А вивчення будь-якої іноземної мови тісно пов'язане з вивченням нової лексики і постійним поповненням словникового запасу студентів. Лексичні знання представляють важливу частину в когнітивної діяльності студента. В якості складової частини вони входять в «когнітивну базу» студентів, забезпечують міцну лексичну основу в оволодінні мовою. Для ефективної та плідної процесу навчання іноземної мови в технічному ВНЗ дуже важливий підбір певних типів вправ і їх послідовність в процесі навчання. У даній статті розглянуті і проаналізовані подібні типи вправ, які повинні виділятися з урахуванням послідовності формування навичок і характеру операцій, що лежать в їх основі. У кожен тип повинні входити

види, що забезпечують достатнє повторення нових лексичних одиниць. як досягти високого рівня лексичної компетенції студентів при вивченні іноземної мови.

**Ключові слова:** оволодіння, іноземна мова, система вправ, мовний матеріал, технічний університет, сприйняття, лексичні навички, компетенція.

## **FORMATION OF LEXICAL COMPETENCIES WHEN STUDYING A FOREIGN LANGUAGE IN A TECHNICAL UNIVERSITY**

**Problem.** In the modern world a foreign language and its study are among the most priority aspects of the education sector. This is largely due to the important role that a foreign language plays for the life of today's society. Nowadays, it is used not only as a communication tool, but also as a mechanism for building international relations, resolving foreign political conflicts and the functioning of the international community as a whole. In this regard, an urgent question arises of both the effective study of foreign languages and their teaching.

The need of modern society is the search for optimal ways of organizing the educational process, rational options for the content of education and its structure. The more alternative methodological solutions there are, the more fruitful will be the search for new ways of teaching the subject as a whole. At the same time, the central problems of the restructuring of the teaching of a foreign language at a technical university are the issues of defining goals, as well as the content of instruction adequate to them. On the one hand, the goal is determined by the objective needs of the majority, expressing its social order, on the other, it itself determines the entire training system, determining both the content of this system and its organization. In addition, the problem of lexical competence directly related to the grammatical component is also important. Mastery of vocabulary in a professionally oriented course of teaching a foreign language is of systemic importance. The assimilation of program lexical material can be carried out in accordance with the principle of lexical advances in teaching foreign languages. Word perception and usage are closely related to the processes of formation,

formulation and formation of thought by the lexical means of a foreign language [2].

The strengthening of the communicative side of this orientation is reflected in the transformation of the language learning goals and its content. It is not just about knowledge of the language, but about the ability to use it in real communication; that is, about practical language skills and, therefore, the development of “communicative competence”. Moreover, linguistic competence and its component – grammatical skills and abilities, take a leading place in the process of achieving this goal. [7] There is no doubt that communication is possible only if there is language competence, the basis of which is grammatical skills.

**Analysis of recent research and publications.** Most of the studies conducted target teachers to actively use the resources of students' arbitrary memory, i.e. the responsibility for mastering lies with the student himself. At the same time, underestimating the role of involuntary processes leads to the transformation of vocabulary learning into mechanical actions that require large time and physical costs on the part of students.

The lack of effective methods of teaching vocabulary, taking into account the peculiarities of students' future professional activities and using the mechanisms of involuntary learning of vocabulary, is one of the reasons for the unsatisfactory level of formation of students' foreign-language communicative competence, and thereby determines the relevance of its study [8]. The degree of knowledge of the problem, the practice of teaching a foreign language at a technical university, the analysis of teaching experience allow us to identify the following contradictions between:

1) modern professional tasks of future engineers in the implementation of full-fledged foreign language communication and the existing practice of teaching a foreign language in technical university;

2) a high degree of knowledge of the features of involuntary memory in psychology and a relatively low degree of use of its potential in the methodology for the development of foreign language lexical competence of students;

3) the developed system of exercises for the formation and development of lexical skills and its inadequacy with the modern tasks of teaching a foreign language to students of a technical university [3].

**Problem.** To form the lexical competencies of students in the study of a foreign language in an engineering-pedagogical university, it is necessary to carry out the following tasks: to analyze the factor of involuntary learning of vocabulary by enhancing the students' perceptive, thoughtful and communicative activity. To prove that the sufficient repeatability of the lexical material when performing carefully and purposefully designed exercises leads to its assimilation during the classroom when managed by the teacher [6].

**Main material.** Language is considered to be a means of interpersonal interaction in a multinational and multicultural space. The process of teaching a foreign language at a high school has the right to provide students not only with an appropriate level of language skills, but also to facilitate the successful completion of this subject. There are three areas in foreign language teaching:

- mastery of a language, i.e. a system of language used as a means of communication;
- mastery of speech activity, i.e. the process of communication;
- training in speech products, i.e. mastering speech.

Teaching languages in higher education institutions of text education, a work that is formed using linguistic means [9]. Organization of student communication activities requires a clear understanding of the components of this activity and its characteristics. As you know, speech is considered the main component of language learning. This concept is helped by the generalization of applied linguistics, which explores the substantive components of education, training, and learning, inseparably linked to the nature of communication as a social phenomenon. Thus, given the essence of functional classification of language, we divide the components of foreign language learning into two categories, reflecting two side-by-side speech actions: these are functions of language material implemented in different situations, on the other - communicatively necessary concepts. One of the most important achievements of modern communicative

linguistics is that the success of speech communication is due to the ability of those who communicate to organize their behavior (speech and speech) according to the tasks of communication. Linguists define this ability as a competence. In the field of linguistics, the term "competence" means knowing the language system as opposed to mastering it in real situations of communication.

Lexical skills are divided into receptive and productive. The formation of productive skills involves the correct use of lexical units of the active minimum in speaking according to the communication situation and the purpose of communication, which involves mastering the following operations: invoking a lexical unit from long-term memory, external speech reproduction of lexical units; instant communication of this unit with other words that create a syntagm and phrase according to the norms of language, communication situation and communicative task. Receptive lexical skills are the skills of recognizing and understanding lexical units of active and passive lows, correlating them with a pattern stored in long-term memory. You can understand the lexical unit or guess its meaning based on context. Recognition of receptive vocabulary is usually carried out in the process of reading with reference to the graphic image of the word. In the process of reading, a single word is distinguished and, based on its form in the text, its vocabulary form is established, which is correlated with the dictionary meaning, defining the contextual meaning. All training exercises are adequate to the reading process. To correlate the graphic image of the word with its sound image, the tokens are spoken aloud. Determining the meaning of a word in different combinations is done by correlating this word form with its vocabulary form. When you choose words from a text that are relevant to a particular sub-theme, the situation, the choice of single-root words, reinforces the value of the paradigmatic and syntagmatic connections of the word. On the basis of word-forming elements it is possible to determine the meaning of a word. When mastering different ways of word formation, a potential vocabulary of students is formed, which is of great importance for receptive types of speech activity.

Lexical knowledge is an important part in the student's cognitive activity. As an integral part, they are included in the "cognitive base" of the student; provide a

solid lexical basis in mastering the language [5]. Acquired knowledge about the different sides of a foreign word affects:

1) the right choice of the corresponding meaning of a foreign language word from its entire structure to express the specified concept;

2) the ability to combine lexical units with each other based on the rules of lexical and grammatical compatibility;

3) to the ability to express thoughts with existing lexical means. For the formation of lexical competence, a system of exercises is necessary, since in this case the exercise is an elementary unit of instruction and is not subject to further fragmentation.

Exactly the exercise is that methodical "brick" from which the entire system of exercises grows. Exercises used in classes in a foreign language are characterized by certain parameters. These parameters are manifested in the following:

1. Exercise has a specific focus on training. In our case, the exercises will focus on the assimilation of lexical material, on its functioning in productive and receptive types of speech activity. Exercises should, with the help of assignments, motivate the learning activities of students.

2. In each exercise, a specific task is fixed, which correlates with the learning objectives in the field of forming the lexical foundations of different types of speech activity.

3. The exercise sets a specific speech action (or several actions), defines the conditions for its implementation.

4. In the exercises, the subject of the action is given. The subject matter of the action may be material or ideal.

5. In exercises, the speech product is always predicted. A product can find itself in the form of a expressed thought or in the form of an inference after listening to or reading a text.

6. A certain amount of time is allotted for the exercise. The time allotted for the exercise can be limited and unlimited.

7. The exercise is performed on the basis of certain verbal and non-verbal material: words and phrases, speech patterns, text, pictures, diagrams, maps, etc.

8. Exercises are performed in different ways and in different organizational forms.

9. Each exercise is closely related to other exercises and takes a certain place. The order of the exercises is determined by the increase in language and operational difficulties [10].

In the process of performing any exercise, the teacher always turns to the need-motivational sphere, to existing knowledge, to previously formed skills and abilities. Knowledge of specific lexical material, skills and abilities, formed on their basis; the interests and motives of students act as material equipment for exercises. The named components provide a concrete implementation of the exercise in the educational process [1].

The system of lexically directed exercises under consideration provides for two subsystems in its structure. One subsystem is associated with introducing new vocabulary on each topic, and another subsystem of exercises is engaged in consolidating this vocabulary. Subsystems are distinguished on the basis of such an indicator as the nature of the knowledge used in the formation of productive and receptive lexical skills.

In each subsystem of exercises, types of exercises are distinguished. The effectiveness of the exercise system is determined by its types. Types of exercises should be distinguished taking into account the sequence of formation of skills and the nature of the operations underlying them. Each type should include species that ensure sufficient repetition of new lexical units. This is a task with the selection of synonyms (antonyms), and substitution of the words or phrases missing in the sentence, and additions to the started sentences, and the choice of definitions for key lexical units [4].

**Conclusions.** Summing up, I would like to say that the model of teaching the lexical side of speech takes into account the patterns established by cognitive psychologists in the acquisition, structuring, storage and application of lexical knowledge. This model takes into account following points:



- 1) the nature of the meanings underlying lexical knowledge;
- 2) the features and patterns of cognitive processes (perception, recognition, understanding);
- 3) the stages of the formation of lexical skills of a productive and receptive nature;
- 4) the way of the interaction of intellectual actions and lexical stereotypes among themselves.

Consideration of these circumstances allows the formation of lexical skills associated not only with the creative use of acquired lexical material, but also with its transfer to other operating conditions.

The lexical strategy and its aspects are a combination of intellectual techniques and efforts used by the student to understand, remember and use knowledge of the lexical system of the language [4]. The system of techniques for memorizing and assimilating lexical information, the system of lexically directed exercises make up the technological basis for the implementation of the strategy, as well as its aspects.

**Prospects for further research.** Making forecasts based on the stated results in the field of education related to problems of lexical and linguistic competence, it should be noted that further research in the field of training of future engineers - teachers can be aimed at drawing up a nomenclature of communicative situations in the technical, socio-cultural and professional areas of communication and identifying the amount of lexical stock that provides effective foreign language communication within each of the established situations.

## **References**

1. Alderson, J.C. (1984). Reading in a foreign language: a reading problem or a language problem? In J.C. Alderson and A. H. Urquhart (eds.), Reading in a Foreign Language. London: Longman.
2. Brown, H. D. (2001). Teaching by principles: an interactive approach to language pedagogy (2nd Ed.). White Plains, NY: Addison Wesley Longman.

3. Carrell, P. L. (1998). Can reading strategies be successfully taught? [http://jalt-publications.org/old\\_tlt/files/98/mar/carrell.html](http://jalt-publications.org/old_tlt/files/98/mar/carrell.html) (accessed 10/1/2013)
4. Catford, J. C. (1964). The teaching of English as a foreign language. In R. Quirk & A. H. Smith (Eds.), *The Teaching of English*. Oxford: Oxford University Press. pp. 137-159
5. Chaudron, G. (2000). Progress in language classroom research. *The modern Language Journal*, 85, 57-67.
6. Macmillan English Dictionary for Advanced Learners. (2006). Macmillan Publishers Limited, 1692.
7. Verbitsky, A. A. (2004). Competence-based approach and the theory of contextual learning: Proceedings of the fourth session of the methodological seminar Nov 16. 2004. Moscow, M: Research Center of the quality of training.
8. Zimnayay, I. A. (2003). Key competencies – A new paradigm of education result. *Higher education today*, 5, 35-41.
9. Ізмайлова О. А. Формування іншомовної комунікативної компетенції як структурного компоненту комунікативної культури студентів мовних ВНЗ: стаття / О.А. Ізмайлова: журнал Викладання мов вищих навчальних закладах освіти – Херсон, с. 66-72.
10. Краснощекова Г. А. Формирование лексической компетенции у студентов неязыковых вузов / Г. А. Краснощекова // Преподаватель высшей школы в XXI веке: труды междунар. Науч.-практ. интернет-конф. – Ростов н/Д : Ростов. гос. ун-т. путей и сообщения, 2008. – Сб. 6, ч. 1. – С. 112–116.