

Teaching Vocabulary in Specialty at the Non-Language Universities

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Abstract

The article is devoted to the study of the issues of teaching foreign language vocabulary in a non-linguistic university, in connection with which the main stages of working with lexical material are presented. As you know, the lexical aspect of learning a foreign language is one of the most difficult aspects of the practice of teaching a foreign language. Here the relevance and practical significance of the research topic is indicated, and it is also noted that well-formed lexical skills are the main condition for successful communication in a foreign language. Various levels of vocabulary proficiency are analyzed and a brief overview of the main principles and methods of introducing new lexical material is given. The key psychological and pedagogical conditions for the effectiveness of teaching foreign language vocabulary of students of non-linguistic specialties are highlighted. The features of the methodology of teaching foreign language vocabulary in a non-linguistic university are studied, an emphasis is placed on the high role of active (innovative) methods, the need to work with electronic dictionaries and the implementation of a personal-activity approach in teaching are noted, teaching foreign languages is considered as teaching communicative activity. As an imperative toolkit of corpus linguistics is proposed as an unconventional, but highly effective means of improving the process and improving the result of teaching foreign language vocabulary in a non-linguistic university.

Keywords: teaching foreign language vocabulary, non-linguistic university, personality-activity approach, active (innovative) methods, communication activities, learning efficiency.

Introduction

The importance of the role and place of specialists who speak one or more foreign languages is increasing due to the strengthening of international relations in the economic and socio-political fields. It is also intensifying due to the constantly transforming information vacuum in a number of countries, which is associated with various kinds of political events on the world stage. So, thanks to the knowledge of a foreign language, students can study foreign, professional, fiction, communicate with foreign specialists, etc., supplementing their knowledge in professional and other spheres. In addition, modern local and foreign companies operating internationally require skilled workers with a deep knowledge of one or more foreign languages.

Teaching a foreign language involves the formation of a general cultural foreign language competence, which includes communicative, cognitive, compensatory, intercultural and discursive components. For the successful formation of all these components, students need knowledge of the vocabulary and grammar of the foreign language being studied. In this case, vocabulary still plays an imperative role. The goal of teaching a foreign language is to be able to communicate in a foreign language. And, of course, the richer and more diverse a student's vocabulary, the more freely he will speak and express his thoughts in English. It is in this regard that an emphasis should be placed on the methodology and tools for teaching vocabulary, in particular in a non-linguistic university.

Psychological and pedagogical conditions for the effectiveness of teaching foreign language vocabulary in a non-linguistic university. The study of issues related to teaching foreign language vocabulary in a non-linguistic university is of obvious interest for a teacher of any foreign language, especially at the initial stage of its study in higher education. In this article, by the result of teaching foreign language vocabulary in a non-linguistic university, we mean the formed set of lexical knowledge, skills and abilities of their use in various contexts, as well as the strategy and tactics of mastering lexical material. In the process of teaching foreign language vocabulary, the teacher should clearly set the tasks of expanding and deepening lexical knowledge, improving the lexical skills and abilities of students of non-linguistic specialties, as well as helping in mastering strategies and tactics that contribute to the effective mastering of foreign language vocabulary [1, p. 59].

Teaching foreign language vocabulary is a compulsory stage of the educational program in higher education and is carried out traditionally at the initial stages - 1-2 courses. Teaching should be based on an integrated approach, in other words, it is necessary to ensure the repetition of lexical material in lexical-grammatical, phonetic exercises, tests, dialogues, creative and project assignments. Still, from the standpoint of scientists in modern textbooks on a foreign language, the methodology of teaching foreign language vocabulary is not effective enough [2]. When presenting lexical material, most textbooks use two techniques: students are either offered part of a list to memorize, or words are memorized as they appear in the exercises. But in both cases, the input dictionary is not systematized in the general list. This method, undoubtedly, cannot prevail in the system of teaching foreign language vocabulary, because the development of knowledge, skills and abilities in this area involves the use of a systematic approach. Unfortunately, in modern textbooks, words are traditionally introduced that are not related to the topic being studied, are rarely found in authentic texts, and therefore are little used. Accordingly, the teacher often has to correct the word lists,

proactively build the educational process to meet the program requirements of the educational organization. The study of vocabulary by memorizing isolated words has another significant drawback: the studied word is correlated with one specific word of the native language, as a result of which the peculiarities of the lexical system of the target language are not given due attention, which leads to interference and lexical errors in oral and written speech.

The motivational component is an extremely important factor for memorizing the material. When considering this component of teaching foreign language vocabulary, special attention should be paid to the needs of the student, which is defined as a focus, a prerequisite for action. Without a need, the student's vigorous activity will not arise, motives will not develop and the goals of the activity will not be determined. The teacher should first of all pay attention to the students' need for new impressions, to the cognitive need. In this case, such a type of motivation arises, in which the process of acquiring new knowledge coincides with the goals of the activity - cognitive motivation. Cognitive needs and cognitive motives are the basis of educational activities, their strengthening and development contribute to an increase in the effectiveness of educational and cognitive activities, provide an opportunity for the manifestation of creative abilities, creative thinking. Therefore, the content of educational activities, in which cognitive needs are realized, is an extremely important factor in teaching a foreign language. Students with positive intrinsic motivation are dominated by the need to master the subject, interest in its content.

When studying a foreign language, the satisfaction of cognitive needs gives the student the opportunity to feel knowledgeable, competent, which is extremely important for a future specialist. At the same time, the teacher has the opportunity to select all the necessary materials for organizing the educational activities of students, contributing to the formation of cognitive motives of students, increasing the level of internal motivation for learning.

Considering the above, for students of non-linguistic universities who study foreign language vocabulary, we consider the following as imperative psychological and pedagogical conditions for effective learning:

1. Lexical material, which is the basis for the formation of lexical knowledge, skills and abilities.
2. It is advisable to memorize words and phrases in combinations traditionally used in the target language.
3. The use of stimulating the perception of auditory and visual techniques is determined by the characteristics of the perception of information, which is why it is still extremely effective to present the material in writing with speaking aloud.
4. In the context of teaching foreign language vocabulary at the initial stages of learning a foreign language in non-linguistic universities, the use of both types of perception has the greatest effect (N.D.Galskova, N.I.Gez, S.O.Daminova [3; 4], N.Y. Kirillina [5], S. Stempleski, B. Tomalin [6] and others). The material should have a personal significance for the student and be used in speech statements about familiar topics of discussion, for example, in the context of a future professional sphere. This condition increases the motivational factor in learning a foreign language [7].

In the process of teaching foreign language vocabulary, the student should act as a subject to determine the list of the most significant lexical units on the topic, their connections and mastery of them. It is in this context that the student acts as the creator of his

own "educational trajectory", regardless of the level of language proficiency. It is worth agreeing with the opinion of O.Y. Digtyar [2] that voluntary-conscious learning actions in the development of foreign language lexical knowledge, skills and abilities, as well as an increase in learning efforts to master service-structural and abstract (non-thematic) vocabulary are especially significant.

Material and research methods

Methodology of teaching foreign language vocabulary in a non-linguistic university. Today, there is a fairly wide range of different methods of teaching foreign languages, some of which are focused on long-term training, and some on express training. So, from the position of S.I. Lebedinsky and L.F. Herbika, there are the following methods of teaching a foreign language, depending on the linguo-methodological approach [8, p. 42-43]:

1. Grammar-oriented emphasis is placed on the language system, its knowledge is considered a prerequisite for language proficiency as a means of communication; the main object of study is grammar, which is likened to logic, and vocabulary is viewed as an illustration of grammatical phenomena: translation, grammar-translation, comparative, consciously comparative, transformational. However, this approach to understanding the goals and objectives of language learning leads only to mechanical memorization.

2. Behavioral (mastery of speech is based on the stimulus-response paradigm): structural, audiolingual, cognitive.

3. Communicatively oriented (the key principle is the principle of active communication; the process of learning a foreign language is a model of the natural process of communication in this language): audiovisual, integral, consciously practical, communicative, communicatively individualized and active method with suggestive elements.

4. Intensively-oriented (accelerated mastery of oral types of speech activity, i.e. speaking and listening in a short time of study): suggestopedic, emotional-semantic, method of activating students' reserve capabilities, intensive method of teaching students' oral speech, suggestocybernetic, accelerated course of study spoken language by immersion. In addition to the main methods that are relevant for teaching foreign language vocabulary, including audiovisual, audiolingual ("a method of teaching a language that involves repeated listening to audio recordings and pronouncing language structures and speech patterns, which leads to their automation" [9, p. 177]), cognitive and etc., the methods of the suggestive group become relevant.

Suggestopedic teaching method is "a system of introduction and consolidation of speech material in communication situations that imitate the natural speech environment, as well as the activation of students in the course of the educational process and the mobilization of their hidden psychological reserves" [8, p. 52]. In this context, active (innovative) methods are interesting and practically significant. As E.N. Yergaliev, their emergence and development in higher education is due to the fact that learning as a whole is faced with new tasks - "not only to give students knowledge and skills in a specific area, but also to ensure the formation and development of cognitive interests and abilities, creative thinking, skills of independent mental labor" [10].

From our point of view, play and illustrative-explanatory methods can be actual active methods of teaching foreign language vocabulary for students of non-linguistic specialties. Thus, active game exercises for mastering and (or) improving everyday or professional foreign language terminology, contributing to more effective memorization of not only specific scientific terms, but also their meaning with the obligatory use of an audiovisual approach (for example, through an interactive whiteboard, the Videotext program, etc.). From the point of view of L.G. Karandeeva, the play method has a high practical potential, because, for example, all those actions, attitudes and intentions that are components of translation activity can be incorporated into the scenario of a role play [11, p. 21].

This method gives non-linguistic students the opportunity to explore, understand, and acquire practical skills that can greatly facilitate future professional communication. In addition, the creative nature of games allows you to create a learning language environment, including in its space all participants in the educational process, while contributing to the creative search, self-expression, and self-development of students.

The following game exercises can be cited as examples: a picture is offered depicting a phenomenon or mechanism with accompanying descriptions in the foreign language being studied, and the student will have to tell what he sees; finding differences in two pictures or describing the differences between two objects that are conditionally similar to each other; solving a crossword puzzle in its classical format for speed in groups, etc. An illustrative and explanatory method using interactive learning technologies in practical classes is that the teacher demonstrates phenomena and models (depending on the profile of students' training) through various teaching aids (scientific films with subtitles in the target language, demonstration of elements, etc.), and students perceive, realize, fix in memory and compare what they see with theoretical knowledge obtained in the framework of lectures.

So, for example, interactive courses can be used, adopted and successfully working in Russian universities: animation, illustrating phenomena and processes from various fields of science, applet, allowing students with different levels of knowledge to understand and understand the material given to them, etc. A number of specialists are recommended to implement illustrative and explanatory method with elements of problem learning [12; 13].

So, N.A. Savich and S.A. Beyskhanova emphasize the importance of the debatable aspect in the context of the application of the method under consideration. In addition to the fact that this methodology makes it possible to activate the cognitive activity of students in the study of foreign language vocabulary, their independence, forms a culture of creative operational thinking, creates conditions for using their knowledge in practice, it helps students to master all the main types of speech activity, in creative translation, and through language situation against the background of a particular practical problem inherent in the future profession of students, to find the reasons for the situation that has arisen and try to solve it [14].

Instrumentation for teaching foreign language vocabulary in a non-linguistic university. At the present stage, teaching foreign languages is considered as teaching communication activities. The student gets the opportunity to use the language in its communicative function, primarily as part of the educational course. Based on this, it is important for the teacher to focus on finding reserves for optimizing the formation of the educational process and increasing its effectiveness. In the era of mass computerization and informatization, the

question of the effective use of information and communication technologies as a tool for improving the process of teaching a foreign language becomes relevant.

According to I.V. Robert, in order for the process of developing foreign language lexical knowledge, skills and abilities of students in the process of learning a foreign language to be effective, the following conditions must be met:

- 1) creating conditions for the use of ICT in the educational process,
- 2) stimulating the study of new vocabulary through ICT,
- 3) forming motives to the development of skills in working with ICT in the process of learning a foreign language [15].

Continuing the topic of teaching foreign language vocabulary for students of non-linguistic specialties, we can talk about the need to work with electronic dictionaries, the corpus of which is built in accordance with the conditions indicated earlier and implements a personal-activity approach in teaching. It is aimed at activating students as subjects of educational activity, taking into account their interests and needs, at the development of thought processes and the formation of practical skills.

Research results and their discussion

At the end of the semester, the teachers noted an increase in the level of students' proficiency in professional vocabulary. In addition, the skills of oral monologue and dialogical speech improved. The students themselves expressed interest in such assignments, noting their professional value.

To assess the effectiveness of the applied methodology, students were offered a questionnaire consisting of three questions:

1. Are the offered creative tasks interesting, in your opinion, from the point of view of professional orientation?
2. Has your vocabulary increased?
3. Would you like to further participate in similar creative projects?

Based on the answers, an analysis was carried out and the following results were formed. In the course of the experiment, it was revealed that in the groups of students in which the game and illustrative-explanatory methods were used in combination with ICT, the level of the motivational component of learning a foreign language and their future specialty increased. In addition, the students themselves noted an increase in vocabulary (based on the created lexical dictionaries) associated with their professional activities and interest in such creative projects.

Conclusion

In the process of a long and continuous study of a particular foreign language, students of non-linguistic universities should learn to communicate in this language and implement a speech intention to establish contact and mutual understanding with native speakers of another language and culture. Expressing their attitude to what they see, heard, read, etc., in other words, they must master a foreign language as a means of communication, as well as the ability to use the oral and written side of the language being studied. In this system, a special role is given to teaching foreign language vocabulary. As a result, teaching foreign language vocabulary is a formed set of lexical knowledge, skills and abilities to use them in

various contexts, as well as a strategy and tactics for mastering lexical material. In order to obtain an effective result, the teacher must not only adapt, as modern scientists note, the educational material to the real pedagogical process, but also focus on the methodology and teaching tools. In this article, we have focused on innovative, proactive methods that, when combined with traditional methodology, will have better results.

As for the instrumentation, we tend to believe that the practice of working with linguistic modules will be relevant and interesting for students to reach the "stage" of linguistic competence. It should be noted that the use of corpus linguistics as a tool for teaching foreign language vocabulary for students of non-linguistic specialties serves to maximize linguistic visibility - demonstration of language means using examples from speech, semantization of vocabulary and grammar by means of the target language, which allows to prevent errors in word formation and word stress. Words and combinations that are often used by native speakers, learned by students in the process of research activities, become meaningful for students and form their lexical and grammatical speech stock. Also, research activities develop cognitive skills and the ability to independently and correctly use the language.

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