THE FEATURES OF MASTERING FOREIGN LANGUAGE VOCABULARY BY STUDENTS OF NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS

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The article is devoted to the study of the peculiarities of working with foreign language vocabulary. The main stages of developing the necessary skills of students during their studies are considered; tools and resources that help in learning vocabulary: online dictionaries, mobile applications and interactive exercises. Individual approaches to learning vocabulary are discussed, taking into account different learning styles and individual characteristics of students. Attention is focused on the importance of constant practice and the use of language skills in real-life situations to achieve success in learning a foreign language.

The course of study of a foreign language in a non-linguistic university is communicative, professionally oriented in nature and aims to develop the students' ability to exchange information in the sphere of professional activity. Of primary importance here is understanding, conveying content and expressing meaning. Communicative competence should be understood as a high level of proficiency of a university graduate in certain types of foreign language speech activity: reading, writing, listening, speaking for the purposes of professional communication.

The specific tasks of the students' work are: to teach students to independently master the language material offered by the teacher, to creatively use it in speech for the purpose of communication, to work on improving their speech, to use the means of self-monitoring the results of their work, thereby instilling in students the skill of independent work, necessary in their further activities after graduation.

Keywords: language; vocabulary; communication; student.
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ОПАНУВАННЯ ІНШОМОВНОЇ ЛЕКСИКИ СТУДЕНТАМИ НЕМОВНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Статтю присвячено розгляду особливостей роботи над іншомовною лексикою. Розглядаються основні етапи формування необхідних умінь і навичок студентів при навчанні іншомовної лексики. Наводяться приклади завдань із семантизації та закріплення лексики, розроблені на основі сучасних автентичних матеріалів.

У статті під результатом навчання іншомовної лексики в немовному закладі вищої освіти ми розумітимемо сформовану сукупність лексичних знань, навичок і вмінь їхнього використання в різних контекстах, а також стратегію і тактику засвоєння лексичного матеріалу.

Ключові слова: мова; лексика; комунікація; студент.

Problem statement. One of the most pressing problems requiring new solutions at the current stage of higher education development is the need to improve English language skills.

Today, successful mastery of a foreign language is one of the prerequisites for obtaining an interesting job and professional growth in your chosen field of specialization.

Vocabulary learning plays an important role in students' foreign language learning. During the training process, an important task is to master the knowledge of the terms of the speciality and to acquire the skills and abilities to use professional vocabulary.

Vocabulary in the language system is a very important component of language activities: speaking, listening, reading and writing. The teacher's task is to help students fully master the vocabulary required by the course programme at all stages of learning. And this requires not only finding ways to improve the methodology of teaching speaking skills, but also great attention to the organization of language material.

Learning vocabulary should arouse students' interest, develop their desire to practically use a foreign language in their chosen profession, develop their speech and creative abilities, and teach them to work on the language independently, and thus differentiate and individualize the learning process. The teacher should use diffe-

rent forms of work in the process of learning a foreign language, individual and group.

The analysis of the state of foreign language teaching in non-linguistic universities today shows that there is a vocabulary of students that always allows them to develop the necessary communicative competence. One of the reasons for the poor and weak command of foreign language vocabulary by students of non-language universities is the insufficient development of some issues of foreign language teaching methods.

The need for research in this area is explained by the fact that the successful development of lexical skills directly depends on the solution of other topical issues of foreign language teaching.

Thus, the relevance of this work is determined by such important factors as:

- insufficient effectiveness of the methodology for teaching professional English vocabulary;

- imperfect selection of educational material for the formation and consolidation of students' vocabulary in the field of professional vocabulary;

- the need for further development of the methodology of forming students' English lexical skills, creation of a set of exercises for its study;

- high requirements for the level of foreign language proficiency of university students.

The learning of professionally oriented vocabulary by students will be more effective if the teaching is based on the principles of sequential development of the necessary skills and abilities in different types of language activities, a differentiated approach depending on the goals of vocabulary acquisition, and even the professional orientation of the teaching.

The practical value lies in the fact that the developed and practically tested methodology of teaching professional vocabulary can be used by teachers in practical English classes.

Vocabulary is an important aspect of learning a foreign language. Students' ability to communicate in a foreign language depends on the level of lexical skills and abilities. Mastering vocabulary is a big and time-consuming task, and the correct application of learning principles leads to a positive result.

The purpose and objectives of the study.

The purpose of the study is to identify effective strategies and methods for mastering foreign language vocabulary and improving students' language skills. The main goal is to identify the most optimal approaches that will ensure successful foreign language learning, taking into account the various factors and circumstances that influence this process.

The objectives of the study include:

- Analysis of the latest research in the field of foreign language learning and identification of their main conclusions and results.

- Identify the main problems and challenges that students face when learning foreign vocabulary and developing language skills.

- Analyze various methods and strategies used for learning foreign language vocabulary in order to identify their effectiveness and suitability for specific learning situations.

- Exploring the possibilities of using modern technologies and educational applications to improve the language learning process.

- Analysis of the features and effectiveness of different teaching methods in the context of learning foreign vocabulary and developing language skills.

- Identification of optimal strategies and approaches to language learning for different categories of students, taking into account their individual needs and characteristics.

- Developing recommendations for using the most effective methods and strategies for optimal foreign language learning and improving language skills.

Thus, there is a need to comprehensively strengthen the language training of future specialists in Ukrainian universities.

Analysis of recent research.

I. Beam, I. Zimnya, B. Kuzovlev, V. Sofonova, T. Serov, O. Tarnopolsky and many others have devoted their works to the role of a foreign language in the process of student training. The research is related to the problems of forming the language competence of future specialists, and also shows that students' language training usually does not meet the needs of modern society, production and the business world. As a result, young professionals are not able to perform their professional duties efficiently and effectively when working in a foreign language environment, with foreign-speaking colleagues or with representatives of other countries [3, 41–43].

New research is focusing on various aspects of learning, including teaching methods, motivational factors, the use of technology, and socio-cultural influences.

Regarding the use of technology in language learning, we can note that mobile applications such as Duolingo and Babbel can be effective tools for self-study.

They give you access to a variety of exercises, games and answers, which helps you to actively learn the language at any time.

It was found that intrinsic motivation, such as interest in the language or the need to communicate, can be more effective than extrinsic motivation, such as getting grades. Thus, stimulating intrinsic motivation can increase students' interest in language learning and improve their performance.

To summarize, the latest research in the field of language learning demonstrates the constant development and search for optimal approaches to teaching, confirms the importance of an individualized approach,

the use of interactive methods and technologies, and the stimulation of students' intrinsic motivation.

Using the word in different contexts and associating it with other words can help improve learning and comprehension. Learning a language in the context of real-life situations can be more effective than using isolated exercises or grammar rules.

Presentation of the main material.

Students will be able to communicate well in English if they learn all the basic structures of the language. You need to expand your vocabulary to be able to express yourself clearly in any situation. Students who can recognize an object and understand its meaning have a wider range of knowledge, but their productive use of vocabulary is usually limited. This is an area that requires considerable attention. You need to make sure that students understand the meaning of words and can use them correctly, taking into account oral and written speech, the degree of formality, and style.

Traditional vocabulary learning was limited to imagining a new subject that appeared during reading or listening. Indirect vocabulary learning is possible through the practice of other language skills, but it is not enough to ensure an expanded vocabulary. Vocabulary learning should be part of the curriculum and taught in a planned and regular manner.

Some authors argue that vocabulary should be at the centre of language learning because "language consists of grammaticalized lexis, not lexicalized grammar" [5].

For a list of aspects of vocabulary that need to be taken into account when teaching vocabulary, see Hearns and Redman:

- Boundaries between conceptual meanings: know not only what the vocabulary refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl).

- Polysemy: the distinction between different meanings of one word form with several closely related meanings (head: of a person, of a pin, of an organization).

- Homonymy: distinguishing between different meanings of the same form of a word that has several meanings that are not closely related (e.g. a file: used to put papers in or a tool).

- Homophyny: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).

- Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).

- Affective meaning: the distinction between attitudinal and emotional factors that depend on the speaker's attitude or situation. Another important factor is the socio-cultural associations of lexical items.

- Translation: Awareness of certain differences and similarities between the native and foreign languages (e.g. false cognates).

- Chunks of language: polysyllabic verbs, idioms, strong and weak phrases, lexical phrases.

- Grammar of vocabulary: learning the rules that allow students to create different forms of a word or even different words from a word (e.g. sleep, slept, sleeping; able, unable; disability).

- Pronunciation: the ability to recognize and reproduce objects in speech [7].

As a consequence of the above aspects, the aims of vocabulary learning are not only to cover a certain number of words in a list. It is necessary to use teaching methods that help to implement the global concept of knowledge of lexical items. Students need to be given the opportunity to use what they have learnt as well as effective written storage systems.

A clear understanding of how our memory works will help us create effective ways to learn foreign language vocabulary. Heirnson cited a study of this process (1986).

Learning new vocabulary involves storing it first in short-term memory and then in long-term memory. We can't consciously control this process, but we need to take into account certain points: keeping information in short-term memory is inefficient, and long-term memory can store any amount of information.

Studies have shown that our "mental lexicon" is highly organized and efficient, and semantically related elements are stored together. The frequency of words is another factor that affects retention, so the more often we use words, the easier it is to remember them and the more confident we are in using them, grouping vocabulary into semantic fields such as topics (e.g. types of fruit) [7].

Oxford offers memorization strategies to help you learn. These strategies can be categorized as follows:

- creating mental connections: grouping, associating, placing new words in context;

- use of images and sounds: use of images, semantic mapping, use of keywords and imagining sounds in memory;

- reviewing;

- application of action: physical reaction or sensation, use of mechanical techniques.

These methods can be used to greater advantage, but tasks that offer the best response during vocabulary learning because they rely on learners' experience and reality to facilitate learning require learners to analyze and process language more deeply, which will help retain information in long-term memory [9].

The most important aspect of learning foreign vocabulary for active learners is independence, which will allow them to work with new vocabulary and expand their vocabulary after the course.

It is suggested to use EFL dictionaries starting from the intermediate level. Dictionaries are an invaluable tool when taught properly and give students inde-

pendence in learning from the teacher. Students can check not only the meaning of the word, but also the pronunciation, grammar (verb patterns, verb forms, plural, comparison), spelling, style, and examples that illustrate the use of vocabulary.

It can be noted that a word will be considered learnt if the student feels the need to know it or needs to use it in speech. Therefore, the decision to include a word in the productive vocabulary is entirely individual and depends on the motivation and needs of each student. The productivity of learning depends on motivation, which is based on an awareness of the student's needs and preferences. Task-based learning helps the teacher to use tasks that can engage the student.

It is worth noting that vocabulary is the basis of the communication process. If a student does not recognize the meaning of key words, he or she cannot participate in the conversation, even if he or she knows the morphology and syntax. But grammar is also important in learning, so these are not interchangeable processes with learning vocabulary. Both processes should be present in learning a foreign language. The vocabulary is stored not only as individual words, but also as phrases, word combinations, i.e. fragments that can be retrieved from memory, thus reducing the difficulty of constructing and processing an utterance. If you focus on learning individual words, it will take much more time and effort to express yourself.

Most students with "good vocabulary" have some problems with fluency because their communication skills are very limited, so the teacher should aim to increase their communication competence by using the vocabulary they already have. Students at Advance level are encouraged to build on the knowledge they already have, increasing the vocabulary they encounter outside of school.

The idea of what it means to "know" a word is also enriched by the component of singing.

According to Lewis, "the ability to use a word implies mastery of its collocation range and the constraints on that range" [8].

Using every opportunity to learn phrases rather than individual words is an achievable goal that works well in the classroom.

Let's take a look at some aspects of successful learning and memorization of new words and expressions. First and foremost, reading texts in the language studied by students, reading books, articles, news, websites, which allows you to replenish your vocabulary in different contexts.

In addition, you can use listening to audiobooks, music, watching films, which in turn greatly facilitates the process of mastering vocabulary and helps to improve listening skills and learn new vocabulary from context. You should regularly use the new vocabulary in written and spoken language, and practice communicating with native speakers or students so that you

can use what you have learnt in real-life situations. If you follow the above tips, you will be able to successfully master a foreign language and improve your language skills.

Methods to improve learning and mastering foreign language vocabulary:

1. Task-based learning. Language is a tool for communication based on the use of functions, vocabulary and grammatical structures. The process of language learning involves active use of the language in practical situations. Various types of classroom activities are aimed at completing specific tasks, during which students acquire the skills to interact effectively in the language. This approach focuses on the practical application of the language in real-life situations, promoting deeper learning and development of language skills.

2. PPP (Presentation-Practice-Production). This approach, known as PPP, involves starting with the presentation of new language concepts such as vocabulary or grammar. This is followed by the practice phase, where students practice using these concepts in a controlled environment, such as exercises or role-plays. In the last stage, students freely apply their knowledge in real-life situations or reproduce it in their own creative expressions.

3. Lexical Approach. The lexical approach to language learning focuses on the learning and use of lexical items, such as phrases, expressions and established speech patterns, without a heavy emphasis on grammar. Students pay attention to learning the language and various vocabulary expressions, often using texts and authentic resources for learning.

4. CLIL. Content and Language Integrated Learning. This approach means studying a specific topic or subject in a foreign language without focusing on grammar or other linguistic aspects. However, the process of learning the subject is integrated with the study of a foreign language, where classes are held in accordance with the subject in the language being studied. The linguistic foundations of this method are based on the principle of language acquisition. These are the general characteristics of the most commonly used methods, however, depending on the use of methods by different teachers with different experience, some parameters of the methods may change [2].

5. The method of associations. This method is based on memorising new words through associations; if a word is immediately associated with something, it is easier to remember. It is widely used due to its effectiveness in retaining new vocabulary in students' memory. Associative chains are based on the comparison of features or categories with each other, which allows them to be classified by similarity or relatedness. For example, summer is associated with warmth, sunshine and joy, while winter is associated with cold, snow and cosiness at home. Such associations can arise from well-known facts, such as the Statue of Liberty, which

is associated with the United States of America, or the Tower of London, which is known as a symbol of the United Kingdom. In addition, this method can be used to create paraphrases that make it easier to remember and understand, such as "black gold" for coal or "Foggy Albion" for England.

Cause-and-effect associations are key to the development of logical thinking and general learning. They help you memorize not only individual words, but also whole phrases and sentences. Events or facts are remembered for their consequences, and vice versa, and the consequences are recorded on the basis of experience. For example, when you use a polite construction in a conversation with a foreigner, you expect a certain result, such as the provision of a certain service or information.

The method of associations allows you not only to learn a language but also to train it effectively. Using this method, you can enrich your vocabulary, consolidate grammar rules and improve your pronunciation skills. It is important to note that this method consists of forming associative links between different linguistic elements, which contributes to better memorization and use of the language. In the process of learning, associations are formed by reading a word, becoming familiar with its transcription, repeatedly saying it, and using it associatively in different contexts [1].

Here is an example of apps that effectively help you learn a foreign language. **Duolingo** is an exciting language learning app that uses a group of games and activities to improve knowledge and skills.

Babbel provides a more personalized approach, taking into account the user's current level of knowledge and offering an individual learning plan.

Both apps help to develop communication skills, which is key to learning a foreign language. Learning a foreign language is inextricably linked to the formation of foreign language communicative competence, which, in turn, "can be seen as consisting of certain components: linguistic, sociolinguistic and pragmatic. Each of these components includes, in particular, knowledge, skills and abilities" [6].

Having mastered the vocabulary and the ability to express themselves on most topics of everyday communication: family, hobbies, work, travel, the latest news, etc., students usually stop developing lexical competence, showing less enthusiasm for mastering new, often complex, academic vocabulary that is outside their native language vocabulary [4].

The development of foreign language lexical competence is one of the most important ways to improve the quality of students' language training.

The lexical component is a part of both expressive and receptive language activities, and if students have acquired or, more importantly, have learnt to acquire lexical material and can use it in different situations, then it is safe to say that students have mastered both vocabulary knowledge and skills in all types of language activities.

Conclusions. To sum up, learning foreign languages is a necessary component of education and cultural development in the modern world. The expansion of international relations and the need to communicate with representatives of different cultures emphasize the importance of foreign language proficiency for successful personal and professional activities. Successful acquisition of foreign language vocabulary requires systematic approach, development of communication skills and motivation. Regular practice of a foreign language helps to achieve a high level of language proficiency and opens up new opportunities for personal and professional language growth, providing an opportunity to learn in an interactive and engaging way. Successful acquisition of foreign language vocabulary requires a combination of different learning strategies and methods, as well as a systematic and persistent approach to language learning.

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