РОЗДІЛ 7.

ПРОФЕСІЙНА ІНШОМОВНА ПІДГОТОВКА В ПРОЦЕСІ МІЖКУЛЬТУРНОЇ ІНТЕГРАЦІЇ

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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

ON THE FORMATION OF GENERAL SCIENTIFIC LEXICAL LANGUAGE COMPETENCE OF THE STUDENTS OF A TECHNICAL UNIVERSITY

Today, globalization is at its peak, and knowing foreign languages is no longer a simple sign of high-class, or intelligence, but, in many circumstances, a prerequisite.

The social significance of foreign languages is currently very high. Knowledge of a foreign language is today regarded as an essential attribute of achieving professional and personal success. Without professional knowledge of a foreign language, it is very difficult to find interesting, well-paid work with growth prospects, to carry out professional activities at a high level, to keep abreast of new developments and achievements in the field of professional interests. For a comprehensively educated modern young specialist, a graduate of a technical college, there should be no language barriers. He must feel equally comfortable both in his homeland and in any other country where he will have to go or work.

Therefore, the universities of Ukraine are tasked not only with high-quality teaching of foreign languages, but also with the formation of educated, competent specialists. A special role is given to the general scientific lexical competence of students, knowledge of the general scientific vocabulary of a foreign language and the ability to use it in professional communication.

Key words: *lexical skills, competence, mastering a foreign language, system of exercises, language material, engineer-teacher, perception.*

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

ЩОДО ПИТАННЯ ФОРМУВАННЯ ЗАГАЛЬНОНАУКОВОЇ ЛЕКСИЧНОЇ МОВНОЇ КОМПЕТЕНЦІЇ У СТУДЕНТІВ ТЕХНІЧНОГО ВНЗА

Сьогодні глобалізація перебуває на своєму піку, і знання іноземних мов більше не є простим знаком високого класу, або інтелекту, але, за багатьох обставин, передумовою.

Соціальна значимість іноземних мов в даний час дуже висока. Знання іноземної мови сьогодні розглядається як істотний атрибут досягнення професійного та особистого успіху. Без професійних знань іноземної мови дуже важко знайти цікаву, добре оплачувану роботу з перспективами зростання, здійснювати професійну діяльність на високому рівні, бути в курсі нових розробок і досягнень у сфері професійних інтересів. Для всебічно освіченого сучасного молодого спеціаліста, випускника технічного коледжу, не повинно бути мовних бар'єрів. Він повинен відчувати себе однаково комфортно як на батьківщині, так і в будь-якій іншій країні, де йому доведеться йти або працювати.

Тому в університетах України поставлено завдання не тільки якісне викладання іноземних мов, а й формування освічених, компетентних фахівців. Особливу роль відіграє загальнонаукова лексична компетентність студентів, знання загальнонаукової лексики іноземної мови та вміння використовувати її у професійному спілкуванні.

Ключові слова: *лексичні навички, компетенція, оволодіння іноземною мовою, система вправ, мовної матеріал, інженер-педагог, сприйняття.*

Mastering vocabulary in a professionally oriented foreign language course is of systemic importance. Mastering software lexical material can be carried out in accordance with the principle of lexical anticipation in teaching foreign languages. Word perception and usage are closely related to the processes of formation, formulation and design of thought by the lexical means of a foreign

language [2, p. 32–34]. Leading countries are paying due attention to the use of modern technology. Blended learning, distance learning, online universities, use of multimedia technologies are becoming increasingly popular. The number of universities that use distance learning technologies effectively increases. The formation of foreign language competence in Europe is based on the major teaching documents of the Council of Education, Project Tuning, the European Language Portfolio, the European survey on language competences.

Strengthening the communicative side of this focus is reflected in the transformation of the goals of language learning and its content. It is not just about knowing the language, but about the ability to use it in real communication, that is, about the practical knowledge of the language and, therefore, about the development of "communicative competence". At the same time, language competence and its constituent part – grammatical skills and abilities – occupy a leading place in the process of achieving this goal. There is no doubt that communication is possible only if there is language competence, which is based on grammatical skills and abilities.

The purpose of the article is the scientific and theoretical substantiation of the formation of the general scientific foreign language lexical competence of students of a technical college.

Many researchers are engaged in the search for new pedagogical technologies and solutions that will ensure the intensification of students' cognitive activity: G. S. Sukhobskaya, I. S. Yakimanskaya, L. E. Alekseeva, L.V. Moskovkin, I. A. Zimniaya and others. This interest is largely due to the need to integrate our country into the world educational space, and consequently the need to find new technologies, methods, tools, forms of education, to the possibilities of disclosing students' personal potential.

Many authors write about the problem of the ever-increasing need of graduates of technical universities in a truly communicative knowledge of a foreign language for use in further professional activities. They are G. D. Voronin, G. D. Kovalchuk, A. L. Pumpyansky, M. A. Akopova, Yu. V. Eremin, R. A. Kuznetsova, N. V. Popova, V. I. Streltsov. The process of mastering students' lexical skills, which contains a set of problems associated with the multidimensionality of a word, having grammatical and personal lexical status, multidimensional semantic relations of a word in a dictionary, and direct correlation of a word with non-linguistic reality [7, p. 156–169].

As shown by a number of scientists: L. M. Voytyuk, Z. I. Konnova, I. A. Zimnyaya, V. N. Zykova, O. Yu. Iskandarova, Z. I. Klychnikova, B. C. Korostelev, L. V. Marischuk, T. N. Rybina, I. L. Sukhovey, V. G. Tylets, G. R. Khamitov, the process of formation of foreign language competence can be intensified only if there is interaction and consideration of a number of psychological and pedagogical prerequisites, such as students 'motivation to learn a foreign language, the type of students' thinking [7, p. 204–228].

Most of the research that is being conducted focuses teachers on actively using the resources of an arbitrary memory of students, i.e. the responsibility for mastering is assigned to the student himself. At the same time, the underestimation of the role of involuntary processes leads to the transformation of the assimilation of vocabulary 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 future professional activities of students and using mechanisms of involuntary mastering of vocabulary, is one of the reasons for the unsatisfactory level of formation of foreign language communicative competence of students and thereby determines the relevance of its study. The degree of knowledge of the problem, the practice of teaching a foreign language in a technical university, the analysis of teaching experience reveals the following contradictions between: – the modern professional tasks of future engineering teachers in the implementation of full-fledged foreign language communication and the existing practice of teaching a foreign language in an engineering pedagogical university; – a high degree of knowledge of the characteristics of involuntary memory in psychology and a relatively low degree of use of its potential in the methodology for the development of students' foreign language lexical competence; – the current system of exercises on the formation and development of lexical skills and its insufficient compliance with the modern tasks of teaching foreign language to students of a technical college [3, p. 4].

For the formation of students 'lexical competencies when learning a foreign language in an engineering and pedagogical university, it is necessary to carry out the following tasks: analyze the involuntary learning factor of the vocabulary by enhancing students' perceptual, mental, and communicative activity. Prove that the sufficient repeatability of the lexical material when performing carefully and purposefully developed exercises leads to its assimilation during the classroom during management by the teacher. The presentation of the main material. Lexical knowledge is an important part in the student's cognitive activity. As an integral part, they are included in the student's "cognitive base" and provide a solid lexical basis for mastering the language [5, p. 44]. The acquired knowledge of various aspects of a foreign language word is influenced by: – the correct choice of the corresponding meaning of a foreign language word from its entire structure for the expression of the specified concept; – the ability to combine lexical units with each other on the basis of the rules of lexical and grammatical valency; – 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 exercise is an elementary unit of training and is not subject to further fragmentation. Exercise is the methodical "brick" from which the whole 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. The exercise has a specific focus on learning. In our case, the exercises will be aimed at learning lexical material, at its functioning in productive and receptive types of speech activity. Exercises should motivate students' learning activities through assignments.

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

3. The exercise specifies a specific speech action (or several actions), defines the conditions for its implementation. Exercise is a form of unity of language material and actions with it. In lexically oriented exercises, on the one hand, actions will be of a reproductive nature, on the other hand, they will be characterized by a receptive orientation.

4. In the exercises given the subject of the action. The subject of the action may be material or ideal. If the subject of the action is perfect, then the exercises are aimed at recognizing lexical means, with the help of which the main idea of the text (sound or visual) is given. If the subject of the activity is material (it is required to form and formulate a thought), then in this case one should make a choice of lexical units, combine them according to certain rules, and include them in the utterance.

5. In the exercises, the speech product is always predicted. A product may find itself in the form of a stated thought or in the form of a conclusion made after listening to or reading a text.

6. A certain amount of time is allotted for the exercise. The time allowed for the exercise may 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 growth of language and operational difficulties [1, p. 25–31]. In the process of performing any exercise, the teacher always refers to the need-motivational sphere, to the existing knowledge, to the previously formed skills and abilities. Knowledge of specific lexical material, skills and abilities formed on their basis; interests and motives of students act as material equipment exercises. These components provide a specific implementation of the exercise in the educational process. The considered system of lexically directed exercises provides in its structure two subsystems [6, p. 5–8]. One subsystem is associated with the introduction of new vocabulary on each topic, and the other 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. The types of exercises should be distinguished according to the sequence of formation of skills and the nature of the operations underlying them. Each type should include species that provide sufficient repetition of new lexical units. This is a task with the selection of synonyms (antonyms), and the substitution of missing words or phrases in the sentence, and additions to the started sentences, and the choice of definitions for key lexical units [4, p. 370].

Summing up, I would like to say that the model of teaching the lexical side of speech takes into account the laws established by cognitive psychologists in acquiring, structuring, storing and applying lexical knowledge. It takes into account: – the nature of the values underlying the lexical knowledge; – features and patterns of cognitive processes (perception, recognition, understanding); – stages of formation of lexical skills of productive and receptive nature; – the nature of the interaction of intellectual actions and lexical stereotypes with each other. Accounting for these circumstances allows you to form lexical skills associated not only with the creative use of the learned lexical material, but also with its transfer to other conditions of functioning (to another topic, to a new speech situation, from one type of speech activity to another). The lexical strategy and its aspects are a combination of intellectual techniques and efforts used by the student to understand, memorize and use knowledge of the lexical system of the language. The system of methods of memorizing and mastering lexical information, the system of lexically oriented exercises form the technological basis for the implementation of the strategy, as well as its aspects. Prospects for further research. Making predictions on the basis of the stated results in the field of education concerning the problems of lexical and linguistic competence, it should be noted that further research in the field of training future engineers and educators can be directed to drawing up a nomenclature of communicative situations in the technical, sociocultural and professional areas of communication and identifying the volume of lexical stock providing effective foreign language communication within each of the identified situations.

Supporting the teaching process with appropriate e-learning techniques and web tools influences positively the development of language skills, and consequently favours the development of the key competence of communicating in foreign languages.

The purpose of the formative experiment is the implementation of the proposed model of foreign language competence in the experimental group training by means of blended learning that is a combination of traditional teaching with elements of distance learning. We used different multimedia technologies in teaching students of the experimental group. Students' individual work was carried out with the use of distance course "English for Mechanical Engineering students".

The formative experiment revealed positive changes in the levels of forming foreign language competence of the experimental group compared with the control one. It was found that the number of students in EG with high levels of motivation, reflective, cognitive activity, practical and technological criteria increased. Comparative analysis of the experimental results showed the increasing of levels of formation of foreign language competence of Master's students after the formative experiment, while the results of the control group didn't increase.

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