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VOCABULARY LEARNING: THE NEED FOR MEANINGFUL PRACTICE

The article under consideration deals with the problem of vocabulary learning during studying English. After all, presented scientific piece of information reveals the categories of words which should be remembered by the scholars and lists steps for memorizing them. Moreover, thesis present group of exercises which improves vocabulary skills (Grouping, Ranking, Ask and answer, Agree & disagree, Complete so it's true for you).

Key words. *Vocabulary, skills, exercises, learning, students, communication, important.*

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Which words should students learn? Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

- learn the words that are important to the subjects you are studying
- learn the words that you read or hear again and again
- learn the words that you know you will often want to use yourself
- do not learn words that are rare or not useful (your teacher can help you with this)

Initially, the memorization in vocabulary learning process is very valuable. So, in the classroom while teaching students first of all speaking and listening to other members of the studying group is a very good opportunity. So that, students can be enrolled with the help of the teacher in different interactive and communicative activities, because learners can look through the dictionary and find our new words at home, not in the classroom, because it's a time-consuming process of studying vocabulary.

On the initial stage of vocabulary learning it's very important to calculate a lexical score of the learners and students. So, teacher can make a reserch programme and give to the students a lexical test. This test can evaluate the number of words students know. Then, in 2-4 months at the end of the course teacher gives to the students the same test and evaluate number of words which students know.

Unfortunately, a lot of authors of different interactive books of English use a lot of grammar. And so that there isn't enough room in the book for vocabulary practice. Moreover, learners often use words in isolation, limited without using words in the context. One further considerartion ,which matters to teachers are techniques and activities which requires minimum preparation from the teacher and maximum feedback from the students. Using next vocabulary learning activities teacher uses easier and more effective route.

So, following exercises can in menu among those which improves vocabulary skills:

1. Grouping
2. Ranking
3. Ask and answer
4. Agree & disagree or True for you !
5. Complete so it's true for you and then compare.
6. Paradigm tables.

a) So, **grouping** is activity when students divide words in certain groups according their similarities or differences. For example the following topics: health problems, clothes (divide into women's and men's clothes), parts of the body, jobs, personality and character adjectives, weather reports, food words, transport divide as positive vs negative.

Moreover sometimes students subdivide words into two categories as "like vs dislike", "holiday vs deep freeze". Very often learners don't like this or that words because it's difficult to pronounce it, they confuse and never remember it.

b) **Ranking** is a process of ordering words according a certain feature. For example, learners can order the words according their importance as an "ideal partner or friend." If it's a topic "Parts of the body" words can be written in order beginning from the head till the feet; "Food"- according to the price, vegetarian vs non-vegetarian, healthy vs unhealthy, low-calory vs high-calory.

For example, students rank the words below answering to the question "Which of these features are the most important for your ideal partner?":

1. generous
2. forgetful
3. hard-working
4. reliable
5. efficient
6. level-headed
7. punctual etc.

So, students may rank next words of the topics:

1. crimes- order of seriousness;
2. jobs- order how much you think they should be paid;
3. kids of sports- order according personal interest;
4. TV programmers- preferences;
5. animals- suitability as pets;
6. items of clothing – when you last bought, chronologically;
7. parts of the face- which features you notice when you meet someone for the first time;
8. food- order of price.

c) Vocabulary activity "**ask & answer**" can be used in exercises like "gap filling":

1. Have you ever telephoned the wrong number _____mistake?
2. Do you switch off your telephone _____class?
3. How many telephone numbers do you know _____heart?
4. Have you ever been _____trouble for using your phone?
5. How much do you spend _____average per month on your phone?

Also a teacher gives students following verb patterns: to be (very) interested in, hope to, intend to, look forward to, plan to, want to, would like to. Moreover, all these verb patterns can be used in the context "Holidays and leisure activities".

d) **Agree & disagree, True for you?** – this vocabulary training activity can be realised in the exercise of "gap filling" and then students exchange their sentences and minds. For example, sailors tell "I have decided to be a seaman, because.....". Also learners can make up sentences and discuss using words of the topic "Education": education system, exam results, leaving age, punishment, school subject, single-sex schools.

e) **Complete so it's true for you.** Students complete sentences using adjectives of frequency: I often.....I sometimes.....We never.....I don't.....I'd like to.....

f) **Paradigm table.** Students look through the table of multiple choices and make sentences true for them.

How to learn words?

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

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- write the words in a notebook (with their translations or definitions)
 - write the words and definitions on small cards (advice on how to do this)
 - say the words many times (if you have an electronic dictionary you can hear how the word is pronounced)
 - put the words into different groups (you could use a graphic organiser)
 - write them in a file for use with a computer program (such as Quizlet or the one on this site)
 - make associations (in pictures or with other words)
 - ask someone to test you
 - use the words in your own speaking or writing.

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ОВОЛОДІННЯ ЛЕКСИКОЮ ПРОТЯГОМ ВСЬОГО ЧАСУ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ

Стаття розкриває проблему оволодіння лексиною протягом вивчення англійської мови. Представлено групи слів, які варто запам'ятовувати студентам, перераховані етапи процесу їх вивчення. Надана група вправ, які вдосконалюють словникові навички (групування, ранжування, питання та відповідь, погодження або заперечення, доповнення речення особистою інформацією).

Ключові слова: *словник, навички, вправи, студенти, спілкування.*

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ОВЛАДЕНИЕ ЛЕКСИКОЙ НА ПРОТЯЖЕНИИ ВСЕГО ВРЕМЕНИ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

Статья раскрывает проблему овладения лексикой на протяжении изучения английского языка. Представлены группы слов, которые следует запоминать студентам, перечислены этапы процесса их изучения. Приведена группа упражнений, которые совершенствуют словарные навыки (группировка, ранжирование, вопрос и ответ, согласование или отрицание, дополнение предложений личной информацией).

Ключевые слова: *словарь, навыки, упражнения, студенты, общение.*

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МІЖКУЛЬТУРНА КОМУНІКАЦІЯ СУЧАСНОГО МОРЯКА В МІЖНАРОДНИХ ЕКІПАЖАХ

Одним з чинників формування успішної іншомовної компетентності майбутніх моряків є формування навичок крос-культурної комунікації. В статті показані особливості українського менталітету, висвітлено бажані та небажані теми для спілкування в крос-культурному середовищі. Розглянуто менталітет моряків з країн, що мають з нами багато культурних розбіжностей, які можуть стати на заваді успішному спілкуванню студентів-українців під час плавальної практики в міжнародних екіпажах, а також менталітет представників країн, мова яких стала мовою міжнародного спілкування моряків.

Ключові слова: *міжкультурна комунікація, мовленнєвий етикет, міжнародні морські екіпажі, усвідомлення культурних розбіжностей, особливості менталітету.*