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INTENSIVE STUDY OF THE ENGLISH LANGUAGE IN HIGHER EDUCATION

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This paper focuses on learning English vocabulary in non-philological universities. The criteria for selection of lexical material have been considered in our work. Attention is paid to the functional, thematic and situational techniques. This article examines the ratio of active, passive and multiple-language.

Keywords: selection criteria, thematic and situational approaches, vocabulary, lexical unit, communication.

Introduction. In our time of rapid development of society knowledge of foreign languages is necessary for every educated person. Therefore, the study of foreign languages is given a special attention in all schools. Learning a foreign language in non-linguistic university aims mastering practical language, the specificity of which is determined by professional activities.

Setting objectives. We want to consider intensive foreign language teaching at the university. This article is dedicated to training vocabulary. Due to this teacher faces three problems: First, which words and the amount of them should be included in the course to achieve optimal language proficiency in a short time, secondly, how the lexical material should be distributed in phases and periods of study, thirdly, what means and methods should be used to teach foreign language vocabulary.

Analysis of studies and publications. A large amount of literature is dedicated to principles of selection of vocabulary for training at different stages (L.V. Scherba, D.L. Scherba, I.V. Rakhmanov, V.D. Arakyn, A.A. Mirolubov, P.B. Gurchich, Y.A. Kudryashov, V.S. Korostelev, etc.). Since the forties, dictionaries-minimums were created for teaching foreign languages and guidelines were given for their preparation. These dictionaries, in our opinion, provides limited foreign language students. These dictionaries, in our opinion, provided a limited foreign language proficiency by students.

The aim of the article. The main purpose of the article is – consider the vocabulary selection criteria, pay attention to functional, thematic and situational techniques; analyze the ratio of active, passive and multiple-vocabulary.

The analysis of lexical material selection. Principles of dictionary-minimum were mostly empirical. However, due to their creation it was needed to formulate any scientific principles to formalize the methodology of selection of words and expressions for such a dictionaries.

The development of statistical lexicography had a significant impact on solving the problem of dictionary-minimum. During the preparation of dictionaries-minimums and vocabulary selection there was a temptation to be guided by the frequency criterion. It should be noted, however, that the leading Methodists were aware from the outset that the criterion of frequency, though it is important, is not sustainable. The practical necessity of certain structures, words, phrases or other units to the communication process is certainly the criterion for the selection of vocabulary. The frequency in this case acts as a purely quantitative view of usability criterion. Of course, individual

units, as practically necessary, can not be characterized by a high frequency like a thing needed in the household, it is not necessarily being used every day.

One of the vocabulary selection criteria is also a stylistic neutrality of lexical units. However, this criterion is not absolute, especially when it comes to the intensity of passive training with its given emotion and expressivity, with the expansion of the boundaries of the shown material. The latter also involves the removal of the ban on synonyms. The training aims deliberately introduced synonymous series of words and expressions that are characteristic for the different situations of communication (formal – informal, official – unofficial). Use of synonymous series helps to avoid repetition in the proposed material and gives students the opportunity to use a variety of language tools, based on objective and subjective needs. Thus, the principle of necessity of self identity in the communication process is implemented by learning vocabulary in training.

The consideration of word-formation values of lexical units is important criterion for the selection of vocabulary intensive course. It should be noted that the introduction of derivative lexical units formed by productive models of components on the morphemic level act as independent units of study, as in intensive it is important to be able to use not only ready word, but also to create a new one from a known root and suffix. So, you can offer to students to form a noun by suffix method. For example, providing suffixes -er, -ist, -y, -ship, -ment, -ation, -ance, -ence, -ness, -ure, -ity, -ledge, -ing and nouns honest-, punctual-, press-, teach-, friend-, achieve-, dark-, independent-, journal-, employ-, educate-, geology-.

The functional approach is dominant in the formation of lexical skills. According to V.S. Korosteleva, in the traditional strategy of learning vocabulary there is the gap between the assimilation of new word form and its' language function. Priority of functional approach allows to reach a maximum speech activity of students and to form the ability to include new vocabulary in a communicative process.

Situational and thematic approaches have a great importance in the selection of vocabulary. The vocabulary of a particular topic should provide free communication in envisaged course situations and to be sufficient for the discussion of certain topics.

Situational approach involves mastering of various phrase models and conversational clichés. The thematic approach involves the selection of words

that are part of lexical paradigm (thematic series), to ensure the variability of language.

An example of such a lexical paradigm is a list of names of countries, correlated with the names of languages and nationalities representatives. Since lexical paradigms are open unlike grammatical ones the problem of constraints appears in the preparation of such lists. When you turn in the learning material, in practice, the most convenient is a list consisting of an average of 15-20 units. Themed series are formed by words which belong to one part of the language, and meet the specific theme (the names of occupations, types of travel, and so on).

Situational and thematic approaches converge, given the associative words that exist in the lexical structure of language as a reflection of the unity of the world in the minds of native speakers. They participate in the processes of reproduction and generation of speech and speech work, aimed at solving specific communication problem, as well as the process of remembering. Associative semantic fields can serve as a basis for creating educational dictionary-minimum, which will be useful in organizing foreign language communication.

Thematic series formed by the words belonging to one part of the language included in broader associations, encompassing words that represent different parts of speech – lexical-semantic fields. Entering the syntagmatic relations, these units form communicative situations. For example, in the theme «My Favourite Season» there is a situation, based on the description of the nature with the use of three thematic series: names of seasons, designation of color and evaluation of weather: – *Autumn is dull and rainy. But it is full of colours: red and yellow, green and brown, blue and grey. – Well, winter is not so rich in colours: it is mostly white, black and grey. But it is a healthy season if it's cold and frosty.*

Specifics of intensive training raises questions about the ratio of active and passive (receptive) vocabulary in new way. Here, perhaps, we should indicate two points. First, the line between active and passive vocabulary disappears to some extent in intensive training, since the whole vocabulary is activated in the communication process. Second, if a part of the vocabulary remains outside of active proficiency, the ratio between active and passive vocabulary is clearly changed in favor of active vocabulary compared to traditional views. Active vocabulary that a student gained over a two-year course of intensive training, is 3000 units. Here-with passive (receptive) vocabulary is an additional 1000 units. Mentioned vocabulary that is 4000 units or so provides sufficient freedom of communication and adequate perception of texts within conversational and home style, artistic, journalistic and popular scientific functional styles.

Because vocabulary is given mainly in the form of parallel texts, students are exempt from dull and unproductive work on semantization, that is comprehension of words using dictionaries. This ensures that they acquire large amounts of vocabulary, finding confidence in themselves and in success of their work.

However, some groups of words relate differently to their native language equivalents. The

closest equivalents are internationalisms, for example, *political, multiplication, argument, cybernetics, consultant, student, collective, seminar, hospital, linguistics, physics, sport, ecology*, names of months and so on. There is no need much effort for the assimilation of these vocabulary.

Some phrases require special attention in them one of the elements is the same in both languages, while another does not match, such as: physical education – фізична культура, *modern history* – нова історія and so on.

Introduction of multiple vocabulary and homonyms is a certain complexity. Ambivalent words and expressions used in puns, which provide texts with attractiveness, decorate and nourish them.

Individually executed lexical units compose the specificity of English. These primarily include phrase verbs (give up, look forward, take off, and so on). Let's compare: check – перевіряти, check in – зареєструватися; take – брати, take off – злітати (про літак); see – бачити, see through – доводити до кінця; give – давати, give up – кидати (що-небудь робити); stand – стояти, stand by – бути готовим; look – дивитися, look forward – чекати з нетерпінням; try – намагатися, try on – приміряти; get – діставати, отримувати, get up – вставати, прокидатися; talk – говорити, talk into – запевняти; ask – питати, ask round – запитати додому.

The main carriers of vocabulary within topics are three texts: polylogue, monological text of journalistic style and monological text of the popular scientific style. Vocabulary contained in each of them differs in nature as well as by way of introduction. If conversational vocabulary used is predominant in polylogue, then in monologue texts book vocabulary of relevant functional styles form a significant part.

Vocabulary polylogue is introduced solely in the communication context and only later as needed exude some tasks aimed at the variability of use. Semantization of new vocabulary is made, particularly by the parallel text in native language.

As for character monologue journalistic text here (though context continues to play an important role) semantization of vocabulary is carried directly, though text is accompanied with lexical commentary served to the right, along with the same text. Such a presentation provides reading material with full understanding. It is assumed that subsequently absorbed vocabulary used in the organization of communication when discussing the issues raised in the text.

In the monologue texts of the popular science character the vocabulary is introduced in another way. Interpretation of words is not given in parallel with the main text, but after it. The words are given without transcription because they are not expected activation in speech. The fact that the purpose of the text is somewhat different here: the text is oriented on independent work of students, and partial reading comprehension is allowed.

The ratio between active and receptive vocabulary substantially differs in three texts. Polylogue contains only active vocabulary. In monological text of journalistic style lexical units of receptive nature make up about a quarter of vocabulary (quantitative estimates are averaged naturally,

because different students can learn language differently, depending on their individual characteristics and abilities). In the monologue texts of the popular science style the receptive vocabulary is even a bigger part (about half).

The nature of the vocabulary and a way of putting it in the texts of various type is defined by goals of each text, coinciding with the overall aim of the course – learning a free speech communication.

Above all polylogue, the source and model of communication contributes to achieving the main goal. Vocabulary contained in polylogue, is absorbed in natural, typical, syntagmatic relations. It should be noted that polylogue, focused mainly on oral communication (listening and speaking), a potential tool for studying other types of speech activity – reading and writing. While mastered sound word image at the initial stage, the student correlates it with visualization image during further work with the textbook. So is the optimal training scheme which meets the natural sequence of language acquisition – from listening and speaking to reading and writing.

Monological text of journalistic style initially focused on its perception in the process of reading. Along lexical commentary provides sufficient effectiveness and dynamics of this work.

Equally important goal of this text is to transfer its' subject to communication register. At that students use both content (issues) and formal elements of the text (language and speech units). Words and expressions taken from monologue text are used in earlier attached models in various grammatical design when discussing the problems mentioned in the text.

It would seem that monological text of the popular style of its orientation, even further away from the real purpose of the course – learning oral communication, as it is related to independent reading with partial understanding. However communicative link available here as understanding control is done by means of communicative tasks. Except a full translation of the text in their native language for students of non-linguistic specialties we offer other forms of translation, such as abstracting and annotation.

Abstracts of translation is a translation of some parts of the text that are the most important. Usually such a translation is much smaller than the original text (5 – 10 times). This particular form of translation teach students to highlight the main idea in the text and to identify the most important and additional information and to track a logical line of text.

Annotative translation is compiling summaries to scientific articles. This form of translation is especially important because students learn to analyze, think critically while working on the text, and to give a brief description of the source [4].

Means and methods of teaching vocabulary are different during intensive course. Texts, listening to soundtracks, different visual material, including the one, prepared by students are certainly a part of learning tools. Vocabulary exercises and vocabulary comment are also a part of learning tools.

The above mentioned means and methods used in class, pursuing the goal of forming lexical skills, is «the ability to act in variable conditions» [3]. A special role in education belongs to communicative tasks with lexical dominant. Scenes of exercises reflect a variety of actual life situations and promote the use of new vocabulary. Here is an example of such a task:

You invite your friends for a birthday. You ask them to be punctual and arrive promptly at six, talking about how much time they take for a road, discussing the various options. You come to the conclusion that if your friends leave home at five, they will come to you just in time. (The task is given in language which is spoken).

The word-building exercises, crosswords, tasks to exclude unnecessary words from a uniform list, exercises to fill gaps of word or phrase and many others are quite effective.

Conclusions. It must be emphasized that the current practice of intensive foreign language training in non-linguistic universities does not provide a special work with words. However, based on the specific conditions and purposes of learning a foreign language we can talk about the possibility and necessity of this work.

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ІНТЕНСИВНЕ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Анотація

Стаття присвячена питанням навчання лексиці англійської мови в немовних вузах. Розглянуто критерії відбору лексичного матеріалу, засоби та прийоми, що використовуються під час навчання іншомовній лексиці. Звернуто увагу на функціональний, тематичний та ситуативний прийоми. У роботі розглянуто співвідношення активної, пасивної та багатозначної лексики.

Ключові слова: критерії відбору, тематичний та ситуативний підходи, лексика, лексична одиниця, комунікативність.

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ИНТЕНСИВНОЕ ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Аннотация

Статья посвящена вопросам обучения лексике английского языка в нефилологических вузах. Рассмотрено критерии отбора лексического материала, способы и приемы, используемые во время обучения иностранной лексике. Обращено внимание на функциональные, тематические и ситуативные приемы. В работе рассмотрено соотношение активной, пассивной и многозначной лексики.

Ключевые слова: критерии отбора, тематический и ситуативный подходы, лексика, лексическая единица, коммуникативность.