

## **ПРОБЛЕМИ МЕТОДИКИ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ**

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### **DIFFICULTIES IN TEACHING ENGLISH VOCABULARY**

To know a language means to master its structure and words. Thus, vocabulary is one of the aspects of the language to be taught at university. The problem is what words and idioms students should retain. It is evident that the number of words should be limited because students have 1-3 times a week; the size of the group is not small enough to provide each student with practice in speaking; universities are not yet equipped with special laboratories for individual language learning. The number of words students should acquire depends on the syllabus requirements. The latter are determined by the conditions and method used. For example, experiments have proved that the use of programmed instruction for vocabulary learning allows us to increase the number of words to be learned since students are able to assimilate them while working independently with the programme.

The vocabulary, therefore, must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language at university.

As far as this subject research is concerned, B. T. S. Atkins, B. T. S. Varantola, J. Baxter, F. E. Daulton, T. Knight, R. Lado, B. Baldwin, F. Lobo, I. S. P. Nation, B. Laufer, M. Kimmel, M. G. McKeown, T. Mishima, H. Ringbom and others have tried to investigate and describe it.

Our article deals with the principles of selecting a minimum vocabulary, comments on the main rules in teaching vocabulary, considers the possible difficulties a student has to overcome when new words are presented and the role of the teacher in this process.

Scientific principles of selecting vocabulary have been worked out. The words selected should be: 1) frequently used in the language (the frequency of the word may be determined mathematically by means of statistic data); 2) easily combined (nice room, nice girl, nice weather); 3) unlimited from the point of view of style (oral, written); 4) included in the topics the syllabus sets; 5) valuable from the point of view of word-building (use, used, useful, useless, usefully, user, usage).

The first principle, word frequency, is an example of a purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essays, plays, poems, newspapers, textbooks and magazines.

Modern tendency is to apply this principle depending on the language activities to be developed. For developing reading skills students need “reading vocabulary” [1, p. 34], thus various printed texts are analysed from the point of view of word frequency. For developing speaking skills students need “speaking vocabulary”. In this case the material for analysis is the spoken language recorded. The occurrences of words are counted in it and the words more frequently used in speaking are selected.

The other principles are of didactic value, they serve teaching aims.

The words selected may be grouped under the following two classes [2, p. 346]:

1. Words that we talk with or form (structural) words which make up the form (structure) of the language.

2. Words that we talk about or content words.

In teaching vocabulary for practical needs both structural words and content words are of great importance. That is why they are included in the vocabulary minimum.

The number of words and phraseological units the syllabus sets for a student to assimilate is approximately 5000 words. They are distributed in the following way: 1000 words every year. The textbooks now in use contain more word units than the syllabi set.

The selection of the vocabulary although important is not the teacher’s chief concern. It is only the “what” of teaching and is usually prescribed for him/her by textbooks he/she uses. The teacher’s concern is “how” to get students to assimilate the vocabulary prescribed. This is a difficult problem and it is still in the process of being solved.

It is generally known that university graduates’ vocabulary is poor. They have trouble with hearing, speaking, reading and writing. One of the reasons is poor teaching of vocabulary.

The teacher should bear in mind that a word is considered to be learned when: 1) it is spontaneously recognized while auding and reading; 2) it is correctly used in speech, i. e., the right word in the right place.

It is necessary to point out the difficulties students experience in assimilating vocabulary. Learning the words of a foreign language is not an easy business since every word has its form, meaning and usage and each of these aspects of the word may have its difficulties. Indeed, some words are difficult in form (daughter, busy, woman, women) and easy in usage; other words are easy in form (enter, get happen) and difficult in usage. Consequently, words may be classified according to the difficulties students find in assimilation.

The analysis of the words within the foreign language allows us to distinguish the following groups of words: concrete, abstract and structural.

Words denoting concrete things (book, street, sky), actions (walk, dance, read), and qualities (long, big, good) are easier to learn than words denoting abstract notions (world, home, believe, promise, honest). Structural words are the most difficult for Russian-speaking students.

In teaching students a foreign language the teacher should bear this in mind when preparing for the vocabulary work during the lesson.

Another significant moment is the importance of psychological and linguistic factors which determine the process of teaching vocabulary. Words are elements of the language used in the act of communication. They are single units, and as such cannot provide the act of communication by themselves; they can provide it only when they are combined in a certain way. Sometimes separate words may be used in the act of communication, however, for example:

You have relatives, don't you?

Yes, a niece.

The word niece is used instead of the sentence pattern Yes, I have a niece.

T. Knight says: "It is not the meaning of the words themselves but intricate system of formal features which makes possible the grasp of what we generally call "meaning". [3, p. 28] Train, boy, house, take – conveys no meaning. "The boy takes a train to his house" is full of meaning." He concludes, "The meaning is not in the words themselves but in the words as a pattern".

There are several rules for teachers to follow in order to enhance the process of teaching vocabulary.

Rule 1. While teaching students vocabulary, introduce words in sentence patterns in different situations of intercourse. Present the words in keeping with structures to be taught.

Information is composed of two kinds of elements: simple (words) and complicated (sentences). A word may be both a whole which consists of elements (speech sounds) and at the same time an element which is included in a whole (a sentence). In teaching words attention should be given both to a word as an element (in sentences) and a word as a whole (isolated unit) with the purpose of its analysis.

Rule 2. Present the word as an element, i. e., in a sentence pattern first. Then fix it in the students' memory through different exercises in sentence patterns and phrase patterns.

Speech is taken in by ear and reproduced by the organs of speech. In teaching students vocabulary both the ear and the organs of speech should take an active part in the assimilation of words. Students should have ample practice in hearing words and pronouncing them not only as isolated units but in various sentences in which they occur.

Rule 3. While introducing a word, pronounce it yourself in a context, ask students to pronounce it both individually and in unison in a context, too.

Any word in the language has very complicated linguistic relations with other words in pronunciation, meaning, spelling and usage.

Rule 4. In teaching words it is necessary to establish a memory bond between a new word and those already covered.

For example: sea – see, too – two, no – know, I – eye, for – four, their – there, buy – by (in pronunciation); answer – reply, answer – ask,

small – little (in meaning); bought – brought, caught – taught, night – right (in spelling); to fight sb, to doubt sth, to mention sth (similar word combination).

The process of learning a word means to a student:

1) identification of concepts, i.e., learning what the word means; 2) student's activity for the purpose of retaining the word; 3) student's activity in using this word in the process of communication in different situations.

Accordingly, the teacher's role in this process is: 1) to furnish explanation, i. e., to present the word, to get students to identify the concept correctly; 2) to get them to recall or recognize the word by means of different exercises; 3) to stimulate students to use the words in speech.

I fully agree with H. Ringbom who writes "The true art of teaching is not the application of the "best" system, but the ability to stimulate students to worth while activity." [4, p. 57]

All things considered, it is essential to point out that teaching vocabulary is a part and parcel of teaching a foreign language since to speak a foreign language fluently means to master its structure and words. Hence, constant attention to students' vocabulary on the part of the teacher, whatever the stage of the teaching is, results, as a rule, in students' proficiency in a language.

#### **References**

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#### **Брагіна Е. Р. Труднощі у навчанні англійській лексиці**

У поданій статті обговорюються 5 засобів вибору мінімального об'єму лексики при навчанні іноземної мови (1) найчастіше використовується у мові – частотність визначається шляхом математичного підрахунку, 2) легко поєднується з іншими словами, 3) необмежена стилем – письмовим, усним, 4) включений в академічну програму, 5) цінний з точки зору словотворення), а також 4 основні правила при викладанні лексики, що дозволяють максимально активізувати роботу студентів із заучування нових слів під час уроку (1) ведення слова в речення у різних ситуативних дискурсах, 2) подання слів на початку у якості елемента одного речення, а потім фіксування їх у пам'яті студентів за допомогою використання у інших реченнях та виразах, 3) проговорювання викладачем слів у контексті, а потім повторення студентами індивідуально та колективно, 4) встановлення у пам'яті зв'язку між новим словом і вже існуючим). Насамкінець, особлива

увага приділяється ролі викладача у збагаченні словникового запасу студентів, а саме: 1) допомагаючи студентам зрозуміти значення слова правильно, 2) у запропонованій можливості згадати чи впізнати слово, використовуючи різні варіанти їх застосування, 3) у стимулюванні студентів використовувати нову лексику мовлення.

*Ключові слова:* мінімальний об'єм лексики, процес навчання лексики, нові слова, речення, фрази.

### **Брагина Э. Р. Сложности в обучении английской лексике**

В данной статье обсуждаются 5 способов выбора минимального объема лексики при обучении иностранному языку (1) наиболее часто используемая в языке – частотность определяется путем математического подсчета; 2) легко сочетающаяся с другими словами; 3) неограниченная стилем – устный, письменный; 4) включенная в академическую программу; 5) ценная с точки зрения словообразования), а также 4 основные правила преподавания лексики, позволяющие максимально активизировать работу студентов по заучиванию новых слов на уроке (1) введение слов в предложения в различных ситуативных дискурсах; 2) сначала представление слов в качестве элемента одного предложения, а затем фиксирование их в памяти студентов посредством использования в других предложениях и фразах; 3) проговаривание преподавателем слов в контексте, затем повторение студентами индивидуально и коллективно; 4) установление в памяти связи между новым словом и уже известным). В заключение, особое внимание уделяется роли самого преподавателя в обогащении словарного запаса студентов, а именно: 1) в помощи студентам понять значение слова правильно; 2) в предоставлении возможности вспомнить или узнать слово, используя различные варианты их применения; 3) в стимулировании студентов употреблять новую лексику в речи.

*Ключевые слова:* минимальный объем лексики, процесс обучения лексики, новые слова, предложения, фразы.

### **Bragina E. R. Difficulties in teaching English vocabulary**

Our article deals with the principles of selecting a minimum vocabulary; comments on the main rules in teaching vocabulary, and psychological and linguistic factors which determine the process of teaching vocabulary; considers the possible difficulties a student has to overcome when new words are presented and the role of the teacher in this process. There are 5 scientific principles of selecting vocabulary: 1) frequently used in the language (the frequency of the word may be determined mathematically by means of statistic data); 2) easily combined; 3) unlimited from the point of view of style (oral, written); 4) included in the topics the syllabus sets; 5) valuable from the point of view of word-building. There are 4 rules for teachers to follow in order to enhance the process of teaching vocabulary: 1) to introduce words in sentence patterns in different situations of intercourse, to present the words in

keeping with structures to be taught; 2) to present the word as an element, i.e., in a sentence pattern first and to fix it in the students' memory through different exercises in sentence patterns and phrase patterns; 3) to pronounce it yourself in a context, to ask students to pronounce it both individually and in unison in a context; 4) to establish a memory bond between a new word and those already covered. The teacher's role in the process of teaching vocabulary is: 1) to furnish explanation, i.e., to present the word, to get students to identify concept correctly; 2) to get them to recall or recognize the word by means of different exercises; 3) to stimulate students to use the words in speech.

*Key words:* minimum vocabulary, process of teaching vocabulary, new words, sentence, phrase.

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#### **WAYS OF EVALUATING SOCIOCULTURAL ABILITIES AT PRIMARY SCHOOL (FOURTH GRADE)**

Today the ability to communicate effectively in intercultural situations is important for every person worldwide. When interacting with people from other cultures, an individual may experience certain obstacles that are caused by differences in cultural understanding between people from different cultures. That's why in the process of learning a language one should acquire not only language skills but also try to develop Communicative Competence and Sociocultural Competence (SCC) as a part of it.

Trying to give a definition to SCC one can face some difficulties since the definitions given by different scientists may be confusing and contradictory. At the same time many methodologists agree that SCC is an integrative part of Communicative Competence and can't exist as a set of separate skills and abilities [1; 2; 3].

Many scientists devoted their studies to the problem of adults' and secondary school pupils' SCC developing and evaluation [2, 3] but there is a real lack of studies on primary pupils' SCC evaluation. Though some methodologists worked a lot over the SCC content for young learners but still there aren't many studies on SCC evaluation. We can find some studies on how to evaluate SCC knowledge and some skills at primary school [4; 5], but we can't find any article on how to evaluate primary pupils' sociocultural abilities which makes this article relevant.