

УДК 81

## ОСОБЕННОСТИ ФОРМИРОВАНИЯ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

**Лашина Екатерина Николаевна,**

Старший преподаватель кафедры иностранных языков Санкт-Петербургского государственного университета промышленных технологий и дизайна. Высшая школа технологии и энергетики, Санкт-Петербург, ул. Ивана Черных, 4.

E-mail: lashinapiter@gmail.com

### Аннотация

В статье рассматривается формирование лексической компетенции у студентов в процессе изучения иностранного языка в неязыковом вузе. Лексическая компетенция в свою очередь способствует развитию коммуникативной компетенции, с помощью которой успешно осуществляется иноязычная коммуникация.

**Ключевые слова:** лексика, лексическая компетенция, лексический навык, лексическая единица, коммуникативная компетенция, коммуникация, иностранный язык.

## FEATURES OF FORMATION OF LEXICAL COMPETENCE IN STUDENTS OF NON-LINGUISTIC UNIVERSITIES

**Ekaterina N. Lashina,**

Senior Lecturer of the Department of Foreign Languages, St. Petersburg State University of Industrial Technology and Design. Higher School of Technology and Energy, St. Petersburg, Ivan Chernykh Street, 4.

E-mail: lashinapiter@gmail.com

### ABSTRACT

The article considers the formation of lexical competence in students in the process of studying a foreign language in a non-linguistic university. Lexical competence in turn contributes to the development of communicative competence, with the help of which foreign language communication is successfully carried out.

**Keywords:** vocabulary, lexical competence, lexical skill, lexical unit, communicative competence, communication, foreign language.

The main goal of studying foreign languages is to develop communicative competence, one of the most important components of which is language competence, including phonetic, grammatical and lexical components.

Vocabulary in the system of language means is considered the most important component of speech activity: listening and speaking, reading and writing. Through vocabulary, the principle of the need for self-expression of the individual in the process of communication is realized. As a result, the formation of lexical skills is constantly in the field of view of teachers [1].

Special attention is paid to the formation of lexical skills in teaching a foreign language, since the volume of vocabulary often determines the success of foreign language communication.

Lexical work is always a planned activity of students by the teacher. The formation of lexical skills is facilitated by professionally oriented didactic material, a set of multifunctional practical tasks, while all components of lexical work must be interconnected and implement the set learning goal [2].

Traditionally, three significant components of vocabulary teaching are distinguished: linguistic (a set of lexical units necessary for solving speech problems determined by the context of the activities of a certain group of students), methodological (necessary explanations, reminders and instructions on the use of electronic and paper dictionaries, on the systematization and reorganization of the studied vocabulary) and psychological (features of the formation of syntagmatic and paradigmatic connections).

These components are implemented in a system of lexical exercises, which is used taking into account the increasing difficulty, i.e., from a word to a superphrasal unity:

Word level: expressing meaning in one word (different definitions of the same words), selection of synonyms, antonyms, selection of words with a common meaning, arrangement of words in a certain order, grouping according to a certain feature, definition of an "extra" word, formation of cognate words.

Phrase-combination level: composing phrases with given lexical units, adding definitions to nouns, adverbs to verbs, composing idioms from disparate words.

Sentence and superphrase text level: answering questions, asking questions about certain words, completing a sentence, connecting parts of a sentence, selecting a title, defining an unfamiliar word, commenting on the meaning of an idiom, comparing characters in the text, composing a story, describing a picture.

Speaking about lexical skills, one cannot help but touch upon the issue of expanding the individual semantic field of students, the scope and specificity of which depend on a number of objective factors: age, social environment, level of education, mental characteristics, information stock, etc. In turn, subjective factors, the consideration of which becomes one of the tasks of a foreign language teacher, are capable of expanding the semantic field:

Introduction of lexical units in context (allows you to form a verbal environment and an associative series).

Creation of various word connections in various contexts (necessary to establish paradigmatic connections and semantic connections for use in certain speech situations).

Connection of adjacent semantic fields (aimed at continuous repetition of the studied lexical units, expansion of the area of their application in speech).

Giving the problem to the speech setting (ensuring creative selection of previously studied lexical units in relation to a given speech task).

Continuous actualization and rotation of the studied lexical units (increasing motivation for using the studied material in speech) [3].

The concepts of "lexical skill" and "lexical competence" have different semantic loads. Lexical skill implies an automated action, which is accompanied by the selection of the necessary lexical unit and its combination with other units in the process of communication. Since the goal of teaching a foreign language at a university is determined by the development of key and professional competencies, it should be assumed that the formation of only a skill is not enough. A competency-based approach to teaching at a university means a reorientation from the formation of knowledge and skills to the acquisition of a set of competencies [4].

The tasks facing students in modern conditions are formulated as mastering all types of speech activity based on professional vocabulary, as well as mastering the skills of professional communication. These requirements for a university graduate are dictated by the need to form a high level of professional and communicative competence in future specialists, which is unlikely without knowledge of foreign-language professional vocabulary. Foreign-language lexical competence is the linguistic basis of professional and communicative competence. They can be considered as a dynamic unity: lexical competence is formed in the process of communicative activity of students, and communicative competence is improved as lexical competence develops, i.e., their formation is interdependent. The formation of lexical competence begins with the first level – accumulation of empirical knowledge – observations of the functioning of lexical units in different communicative contexts (oral and written). At this stage, the presentation and semantization of new vocabulary is organized – students get an idea of the sound and graphic image of a lexical unit, connections are formed between a foreign word and its meaning. Students acquire the skills of identifying lexical units in the presented communicative situations.

The second level of formation of lexical competence of students involves the formation of skills in the use of the studied lexical units, the establishment of strong connections between lexical units and their meaning. Speech training of the studied vocabulary at this stage contributes to the consolidation of primary skills in using words in a given communicative context. The communicative background of the exercises offered at this level consistently reveals the range of application of the studied lexical units, illustrating their communicative capabilities.

The third level of formation of lexical competence is connected with acquisition of theoretical knowledge about lexical system of the studied language, i.e., expansion of linguistic experience of students. This level assumes formation of skills of establishment by students of features of form, structure and meanings of the word, contributing to creation of stronger verbal-semantic connections. At this progressive level the mastery of formal side of the studied language takes place, which contributes to development of philological outlook of students.

The final, fourth level of formation of use of lexical units for solution of various communicative tasks, i.e., tasks, solution of which requires from students to use previously studied or studied language means and individual speech experience. This level of competence is connected with performance of practical actions with foreign language vocabulary and is aimed at solution of various communicative tasks in accordance with conditions of communication, assuming use of necessary for this language knowledge, speech skills and abilities [5].

When teaching a foreign language to students at a non-linguistic university, the following principles of using the lexical approach can be identified:

Professional vocabulary is introduced and studied in the form in which they will be used in speech (in a text, phrase, sentence). Working with professionally oriented authentic materials helps students immerse themselves in the real linguistic reality, develops their cognitive motivation for learning, and provides unlimited opportunities for studying foreign language culture. There is a pattern that if students deal only with vocabulary from adapted textbooks and do not get acquainted with authentic texts, then their progress in learning the language will be slow, and their motivation for learning will fade. In addition, memorizing vocabulary in the form of lists of words taken out of context is not effective. Familiarization with new expressions should occur in context. Students should understand how a word or expression is used and what it means.

The material being studied should be interesting to students and have practical significance for their professional sphere. To achieve this, it is necessary to introduce modern authentic material, and not just textbooks that do not provide sufficient practice of vocabulary. The repetition of the studied vocabulary according to the Cambridge methodology should be 7 to 15 times so that students finally remember it. Repetition should occur not only in class and when doing homework, but also when reading any professional literature or watching relevant videos at leisure (social networks, websites, etc.). In addition, students recognize the expressions covered, but do not use

them themselves. The reason for this may be that they do not have the opportunity to use the vocabulary covered. The teacher does not create effective tasks that allow the use of the studied vocabulary. Students must see the connection between what they study and what may be useful to them outside the lesson [6].

Formation of foreign language lexical competence is one of the important areas of improving the quality of students' language training. Professional vocabulary is the main component of both expressive and receptive types of speech activity, and if students have mastered or, more importantly, learned to master lexical material of a professional orientation and can use it in various situations of professional interaction, then we can say with a certain degree of confidence that the students have mastered both the knowledge of vocabulary and the skills and abilities in all types of speech activity. In order for students of a non-linguistic university to achieve a high level of formation of lexical competence, it seems necessary to ensure the sequence of the corresponding stages of its formation in the course of the educational process and implement work on organizing the acquisition of lexical material on the basis of interdisciplinary connections applied taking into account the linguistic features of the language material, as well as the cognitive, speech-thinking and educational activities of students.

#### Список литературы:

1. Онищенко, Ю.Ю. Формирование лексической компетенции студентов – будущих учителей иностранных языков / Ю.Ю. Онищенко // Язык: категории, функции, речевое действие : материалы XI международной научной конференции, Москва-Коломна, 12-13 апреля 2018 года / Государственный социально-гуманитарный университет. Том Выпуск 11. Часть 1. – Москва-Коломна: Московский педагогический государственный университет, 2018. – С. 118-119. – EDN YZWSNF.
2. Воронцова, Ю.А. Особенности формирования лексической компетенции на основе профессионально ориентированного дидактического материала / Ю.А. Воронцова, Е.Ю. Хорошко // Вестник Калининградского филиала Санкт-Петербургского университета МВД России. – 2023. – № 1 (71). – С. 105-110. – EDN DJBGNQ.
3. Айтимова, К.А. Развитие ключевых компетенций обучающихся средствами формирования лексических навыков на уроках английского языка в современной школе / К.А. Айтимова, Э.Ш. Тастанова, А.Р. Тналиева // Актуальные вопросы современной науки : сборник статей XIV Международной научно-практической конференции. В 2 ч., Пенза, 10 июня 2024 года. – Пенза: Наука и Просвещение (ИП Гуляев Г.Ю.), 2024. – С. 138-140. – EDN KAMBWD.
4. Алферьева, А.С. Обоснование структуры и содержания лексической компетенции студентов языковых вузов / А.С. Алферьева // Новые тенденции лингводидактики: слово молодым ученым : сборник статей магистрантов и аспирантов. Том Выпуск 2. – Москва : Общество с ограниченной ответственностью "Языки Народов Мира", 2021. – С. 6-9. – EDN JQVFBW.
5. Стародубцева, О.Г. Лексическая компетенция как языковая основа профессионально-коммуникативной компетенции студентов неязыкового вуза / О.Г. Стародубцева // Бюллетень сибирской медицины. – 2013. – Т. 12. – № 3. – С. 127-131. – EDN QZDKVJ.
6. Абдурахманова, А.З. Применение лексического подхода в обучении английскому языку для формирования профессиональной компетенции (на материале строительной терминологии) / А.З. Абдурахманова // Международный научно-

исследовательский журнал. – 2024. – № 11 (149). – С. 1-5. – DOI 10.60797/IRJ.2024.149.74.  
– EDN JGHLQL.

#### References:

1. Onishchenko, Yu.Yu. Formation of lexical competence of students – future teachers of foreign languages / Yu.Yu. Onishchenko // Language: categories, functions, speech act: materials of the XI international scientific conference, Moscow-Kolomna, April 12-13, 2018 / State social and humanitarian university. Volume Issue 11. Part 1. – Moscow-Kolomna: Moscow State Pedagogical University, 2018. – P. 118-119. – EDN YZWSNF.
2. Vorontsova, Yu.A. Features of the formation of lexical competence on the basis of professionally oriented didactic material / Yu.A. Vorontsova, E.Yu. Khoroshko // Bulletin of the Kaliningrad branch of the St. Petersburg university of the ministry of internal affairs of Russia. – 2023. – No. 1 (71). – P. 105-110. – EDN DJBGNQ.
3. Aitimova, K.A. Development of key competencies of students by means of forming lexical skills in English lessons in a modern school / K.A. Aitimova, E.Sh. Tastanova, A.R. Tnalieva // Topical issues of modern science: collection of articles from the XIV International scientific and practical conference. In 2 parts, Penza, June 10, 2024. – Penza: Science and Education (IE Gulyaev G.Yu.), 2024. – P. 138-140. – EDN KAMBWD.
4. Alferyeva, A.S. Justification of the structure and content of lexical competence of students of language universities / A.S. Alferyeva // New trends in linguodidactics: the word of young scientists: collection of articles by master's and graduate students. Volume Issue 2. – Moscow: Limited liability company "Languages of the Peoples of the World", 2021. – P. 6-9. – EDN JQVFBW.
5. Starodubtseva, O.G. Lexical competence as a linguistic basis for professional and communicative competence of students of a non-linguistic university / O.G. Starodubtseva // Bulletin of siberian medicine. – 2013. – Vol. 12, No. 3. – P. 127-131. – EDN QZDKVJ.
6. Abdurakhmanova, A.Z. Application of the lexical approach in teaching English to develop professional competence (based on construction terminology) / A.Z. Abdurakhmanova // International research journal. – 2024. – No. 11 (149). – P. 1-5. – DOI 10.60797/IRJ.2024.149.74. – EDN JGHLQL.