

## MASTERING LEXICAL MATERIAL AT FOREIGN LANGUAGE LESSONS

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Knowledge of a foreign language is determined by assimilation of its structure and vocabulary, therefore lexical skills are one of the most important components of the content of teaching a foreign language. The purpose of teaching lexical material is the formation of lexical skills. The problem is in the fact, which words, phrases and idioms students should learn. All objective reasons predetermine the need to select a lexical minimum that is consistent with the content and objectives of studying in an educational institution.

The outstanding methodologists were engaged in the issues of the selection of the lexical minimum. Among them are E. Thorndike and J. Horn in the USA, H. Palmer in Japan, M. West in India, E. Richards and C. Ogden in England, I. Rakhmanov in Russia and many others who believed that the words, selected for the lexical minimum:

- 1) are often used in language;
- 2) are easy to combine with other words (e.g. nice room, nice weather);
- 3) have been unlimited from the standpoint of style;
- 4) enter the topics specified by the program;

5) are valuable in terms of word formation (e.g. use, user, use, used, useless, useful, usefully) [1].

According to the leading Ukrainian researchers (S. Nikolayeva, O. Bigich, N. Sklyarenko), the main criteria for selecting the lexical minimum are:

- 1) the compatibility of the lexical unit with other units in the speech;
- 2) semantic rating (display of lexical units of important concepts in various spheres of human activity);
- 3) stylistic unlimited (the use of lexical units in different styles) [2].

Additional criteria for selecting the lexical minimum are: 1) frequency; 2) the ambiguity of lexical units; 3) word-formation ability of lexical units.

The lexical minimum includes active and passive minima. Formed active and passive lexical units is a real students' vocabulary. A potential vocabulary should also be formed on its base. It includes words about the meaning of which one can guess, encountering them when reading or listening. It is very important, because the comprehension of the read or listened to the message at the expense of a potential dictionary increases 5 times bigger.

The process of mastering lexical material for a student means: identification of the meaning of lexical units; activities for the purpose of their assimilation; activity on application of lexical material in the process of communication in various situations. Modern methodologists in the process of mastering lexical material distinguish the following main stages: the stage of familiarization of students with new lexical units, which means the disclosure of the value of lexical units; the stage of automation of students' new vocabulary (it can be implemented at the level of the word form, free phrases and phrases or sentences).

There is a large number of methods of semantics. Teaching methods specialists divide them into two groups: translation ways and direct ways. Each way has its advantages and disadvantages. The direct ways contribute to the development of linguistic guesswork, spread the language practice, create support for memorization, enhance associative relationships. However, they require more time and do not always ensure the accuracy of the understanding. A translation way is more effective in terms of preserving the time, contributing to the precise perception of the value of the lexical unit, but it can cause cross-language interference.

Most teaching methods specialists believe that teachers should work with new lexical units both in isolation and in context, because the contextual meaning of the word is not always its main nominative meaning. Choosing a semantic method is a very important factor, because it affects the learning of new lexical units by

students. It depends on three types of factors: psychological, pedagogical and linguistic.

It is known from psychology that the process of perception is very complicated. It is closely connected with the students' attention, their desire, memory and emotions. The more active the students in the process of semantics of new words, the better the result can be expected. Semantics precedes the initial memorization of new lexical units. Exercises that provide primary memorization should be part of a general system of exercises aimed at developing the skills and abilities of using lexical material in all types of language practice. The exercises are characterized by the following features:

1) they must be an integral part of the explanation, performing illustrative, explanatory and controlling functions;

2) the new vocabulary should be presented in framing of familiar and already learned grammatical forms and structures;

3) the exercise should provide for not only elementary operations, but also complex mental actions that develop the creative possibilities of students and give them the opportunity to use the new vocabulary in language practice, especially in oral forms, which are speaking and listening [2].

Moving to the next stage – automating the students' activities with new lexical units, the teacher should provide measures to eliminate the difficulties of learning vocabulary. Teaching methods specialists point to the fact that the teacher should approach to assimilation of words

in a differentiated way, taking into account their methodological typology. All lexical units are grouped according to the degree and nature of difficulties. There are several types of difficulties in assimilating lexical units. The difficulties include:

1) sound and graphic structural form of the word (difficulty in the assimilation of multivalued, derivative words, homographs, homonyms: heir, daughter, woman – women; rise – raise; conquer – conquest);

2) the meaning of the word (non-matching word meaning in foreign and native languages, polysemy words, phraseological combinations, «false synonymy»: to get, post-graduate course, present – present, complexion);

3) the compatibility of words with others, the peculiarities of functioning in speech (phrases that do not have the exact equivalent in our native language: to enter the room, to graduate from the university, free ticket) [1, p. 63].

An important problem in teaching lexical material is repetition. As the lexical material accumulates, the possibility

for repeating all the learned words is reduced. The main requirement for exercises in repetition is the novelty of the tasks that concern the students, activating their mental activity. Repetition of words should be undertaken when reading without a dictionary, during listening, in conversation.

The lack of a sufficient number of lexical units in students' vocabulary complicates the process of mastering a foreign language as a means of communication. Accordingly, there is an urgent need to find such learning tools that would most effectively promote the learning and preservation of lexical units in the memory of students over a long time and created the potential for using the necessary lexical units in accordance with the language task, strategies and tactics of speaking.

#### **Literature**

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