Specificity Of Teaching Vocabulary To Advanced Learners

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Abstract: Modern techniques offer various methods and techniques for the presentation of vocabulary and its activation in the speech of students. Choosing a particular method of teaching, the teacher should consider several factors: the age of the students, their language knowledge, goals and objectives of the lessons, as well as the type of vocabulary studied. In high school, it is imperative that students develop the ability to independently choose the most effective methods for organizing the studied vocabulary and memorizing it. Students should also be able to flexibly apply the learned vocabulary in situations close to life's realities. This article deals with issues based on analyzing the specificity of teaching vocabulary to advanced learners.

Key words: vocabulary, method, modern techniques, speech, advanced learners.

A feature of the advanced stage of teaching vocabulary to students of the English language faculty is the expansion and deepening of work on vocabulary. This is due to the fact that students enter a period of teaching reading, listening to lectures, taking notes, participating in seminars. The process of activation of oral and written speech is accompanied by quantitative lexical replacement. However, there are some difficulties in working with integrated material, and the development of speech, vocabulary enrichment is constantly related to its stylistic and syntactic development.

The works of scientists as (N.V. Bagramova, N.V. Baryshnikov, A.I.Tixonova, N.I. Zlichenko, X.H. Chicherina, A.B. Shchepilova, O.A. Yamshchikova etc.) are devoted to the psychological, pedagogical and methodological problems of second language teaching and (Vysotskaya, M.V. Daver, I.F. Komkov, Y.M. Kolker, K. B. Podlineva, O.P. Huk, R.P. Milrud, R. Oksford, J. Rubin, E. Taron, R. Ellis, etc.) researches focuses on training based on

individual psychological and intellectual strategies. While learning a foreign language, one of the most demanding problems is the formation and improvement of lexical skills, the ability to use words, expressions, idioms that are most suitable in meaning and style in a particular communication situation. It is knowledge of specific words and expressions that help us most accurately express our own thoughts and understand the statements of our interlocutors, i.e. realize our communicative intentions. A foreign language teacher is faced with the task of gradually expanding the vocabulary of students and activating the studied vocabulary by organizing a system of exercises that stimulate students' communicative statements.

In modern methodological science, the questions arose about the need to measure and expand the vocabulary of modern students who came to universities to get an education and faced certain difficulties in mastering standards. And these difficulties are largely due to the reduced vocabulary of students over the past decades, which hinders the understanding and understanding of the material of the disciplines of higher education. How to organize work to expand the vocabulary of students - this is the main question that arises for teachers in the context of a reduction in teaching hours for the study of humanitarian disciplines.

For a long time, science has been working to improve the systematization of methods and techniques for expanding the vocabulary of students. If approached from the broadest possible positions, then we can talk about the presence of two groups of methods for mastering the vocabulary of the language:

I. Methods of accumulating the content of speech of students:

1) direct acquaintance with the environment and enrichment of the dictionary, 2) indirect familiarization with the environment and enrichment of the dictionary.

II. Methods aimed at consolidating and enhancing the dictionary, the development of its semantic side. These are various didactic (dictionary) tasks [4].

In fact, we are faced with two stages of expanding the vocabulary. One (first) provides the accumulation of vocabulary material, the other - its use in speech.

This is not the only approach to the problem. In the scientific literature, a number of researchers identify several main lines of work on enriching the vocabulary of students: "enrichment, refinement, activation of the dictionary, elimination of non-literary words, clarification of the meanings of words, including clarification of the meaning of the word in the explanatory dictionary, selection of a synonymous pair in the dictionary "[3].

Also in the modern methodology there are points of view according to which there are several other directions for expanding the volume of the lexicon:

- involuntary memorization in the process of communication and reading,

- arbitrary memorization of words [2].

When working on vocabulary, it is necessary to consider the scope of its application. The future specialist is required to be able to clearly and logically express his thoughts. Therefore, the most important task in teaching English at the main stage is, first of all, the expansion of their vocabulary through terminology, as well as its activation. "In the student's dictionary," Z. Tsvetnova points out, "three main kernels can be outlined: kernels of household vocabulary, general literary vocabulary, and terminological. If the first core requires the ability to actively reproduce it, since it is actively used in speech all the time, in the general literary language the role of reception increases, which becomes especially important in the terminological language. Terms in a specialist's language are active, since he always uses them as concepts, although he doesn't always use it in speech and not everything is equally common. "

In this regard, lexical errors proper appear: confusion of word meanings, incorrect compatibility, incorrect choice of a synonym. Appears not only neutral vocabulary, but also book. There is also work on compatibility and systematization

of vocabulary - this is its grouping on various grounds. When training, it is necessary to take into account the systematic vocabulary: the uniqueness and variety of types of grouping of lexical units, their semantic relations, as well as the nature of connectedness and interaction with each other. This refers to the concentric vocabulary. In this case, the semantics of words, their polysemy, imagery, word-building capabilities, the nature of entry into fixed traditionally common phrases, the place of a word, its role in various series of comparisons, for example, close in meaning, antonymic contrasts, usage patterns, are taken into account. But consistency should not contradict the main task of teaching - practical mastery of the language.

In the linguistic methodology and in the educational process, the thematic grouping of vocabulary has long been recognized and occupies its due place. But in the vocabulary, another systematic ordering is also possible - vocabulary relations.

The lexical unit should not be a word in itself, but a phrase, a lexical complex that is completely absorbed and stored in the student's memory, and if necessary, it is also completely removed from the memory, inserted into the sentence in the form of a finished "block", receiving appropriate grammar.

It is worth noting that simple memorization does not provide an increase in the learner's vocabulary. Because tokens that are learned but not included in speech, in communication, are quickly forgotten, go into a passive dictionary and cease to be productively used. Despite the obviousness of this statement, quite often methodologists restrict themselves to working with a word without including it in communication.

The expansion of the vocabulary of the student can be carried out in the framework of various approaches and directions:

1. The grammar and spelling direction in the vocabulary, combining "morphological, spelling, morphemic work on the word" [3].

2. The semantic direction, combining semantic and stylistic work on the word which, according to M.T. Baranova "Forms the basis for the enrichment of the lexicon"[3]. This direction is very popular today and is supported by both domestic and foreign methodologists. Researchers suggest studying the meaning of a word in a text.

3. The lexicographic approach. The lexicographic approach can be very relevant in school. But at a university, vocabulary work alone does not expand vocabulary. In addition, it is not carried out autonomously, but necessarily relies on the development of grammar and phonetics, for which there is simply no time in the higher education system. In the framework of university education, the lexicographic approach can only be auxiliary.

4. A communicative approach - the development of vocabulary in the communication process, using "communicative techniques and methods in a specially organized sequence and relationship" [3]. The communicative approach is based on the creation of a communication situation, i.e. "A new word must be included in the speech" [5]. The communicative approach provides for the development of the vocabulary of the language without interruption from the use of words in speech (both in oral and written), in the process of constructing a coherent statement. We adhere to the point of view according to which the communicative approach is the most effective in the system of higher education. Moreover, in higher education standards, the emphasis is on speech behavior, on communication, on the ability to build dialogue and a monologue, taking into account the requirements of speech culture and speech etiquette.

Thirdly, some of the recommendations of teachers to expand the vocabulary do not seem entirely successful, since the complexity of the tasks and the appropriateness of their application raise questions. So, all of the above determines the specifics of expanding the vocabulary at the university by three most important factors:

1) lack of study time combined with the large amount of information necessary for mastering the course;

2) a different level of training of students and the lack of a sufficiently well-formed linguistic thinking among students;

3) the complexity and inappropriateness of some tasks aimed at expanding the dictionary.

Such classes can take place in the form of training, game modeling, dramatization, organized in the format of a business game with the entire study group or in micro groups. It makes sense to connect "experts" from among the students who have received homework in advance to master the requirements for processing specific types of documents or conducting business conversations, etc. The game will provide an opportunity to implement a differentiated approach to learning, made it possible to choose roles taking into account language training.

And the last thing we would like to recall is phraseological units. The variety of expressive means of language makes our speech beautiful and imaginative, able to convey the subtlest shades of human thought. Such means include phraseological units. Thus, the content and nature of work on vocabulary are determined by the specialty of students, the nature of the material, the degree of preparedness of the group.

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