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ФОРМУВАННЯ АНГЛІОМОВНОЇ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ – ЕКОНОМІСТІВ

Одне з наших головних завдань сьогодні – навчити студентів ефективно застосовувати різні види навичок в особистих, професійних і суспільних життєвих ситуаціях, навчити їх самостійно знаходити та аналізувати необхідну інформацію, пов'язану з наукою, розширювати необхідні знання, означає вміти ділитися відповідними матеріалами, підкреслювати навички, які спрацюють у разі виникнення непередбачених, невизначених, проблемних ситуацій.

Стаття присвячена проблемам навчання іноземної професійно спрямованої лексики майбутніх студентів-економістів. Умовою отримання студентами-економістами якісного освітнього продукту у результаті професійно орієнтованого вивчення англійської мови є оволодіння ними галузевою термінологією.

Зазначається, що проблеми засвоєння лексики, особливо професійно орієнтованої, пов'язані з недостатньою розробленістю сучасних технологій навчання іноземної лексики. У статті розкриваються ефективні форми роботи зі студентами щодо формування лексичної компетенції. Автор робить висновок, що проблема формування мовної компетенції (професійного говоріння), а саме лексичної як її складової, є досить актуальною для нашого суспільства. Тому особлива увага приділяється проблемі формування лексичної компетенції в процесі навчання іноземної мови студентів-економістів.

Описано алгоритм навчання, який складається з трьох основних етапів; подано приклади завдань до вправ на закріплення вивченої лексики; показано систему роботи над уведенням і закріпленням економічної лексики.

Ключові слова: комунікативні навички, лексична компетенція, майбутні економісти, мотивація, професійно спрямована лексика, система вправ.

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THE FORMATION OF ENGLISH LANGUAGE LEXICAL COMPETENCE OF FUTURE SPECIALISTS IN THE FIELD OF ECONOMICS

One of our main tasks today is to teach students to effectively apply their various types of skills in personal, professional and social life situations, to teach them independently find and analyze the necessary information related to science, to increase their

necessary knowledge means to be able to share the relevant materials, to emphasize the skills that will work in the event of unforeseen, uncertain, problematic situations.

The article is devoted to the problems of teaching foreign language professionally oriented vocabulary to future students-economists. A condition for students-economists to obtain a high-quality educational product as a result of professionally oriented study of the English language is their mastery of industry terminology.

The article reveals the problems of acquiring vocabulary, especially professionally oriented ones, are connected with insufficient development of modern technologies for teaching foreign language vocabulary. The paper highlights the effective forms of work with students while forming lexical competence. The author concludes that the problem of linguistic competence (professional speaking) formation, namely lexical as its component part, is quite relevant to our society. That is why special attention is paid to the problem of lexical competence formation in the process of teaching foreign language to students-economists.

The learning algorithm is described, which consists of three main stages; examples of tasks for exercises to consolidate the studied vocabulary are given; the system of work on the introduction and consolidation of economic vocabulary is shown.

Key words: communicative skills, lexical competence, future economists, motivation, professionally oriented vocabulary, exercise system.

Statement and justification of the relevance of the problem. In modern conditions of expanding international economic relations in Ukraine, there is a need to train highly qualified economists with a level of foreign language proficiency that allows direct communication with foreign partners in professional activities. In the context of teaching English to students of non-linguistic specialties at universities in Ukraine, an urgent task is to master their knowledge of the terminology system of the specialty and acquire the skills and abilities to use highly specialized vocabulary to perform educational professionally oriented tasks aimed at further communication in business situations.

Internal readiness and ability to use a foreign language in real conditions of productive activity (speaking, writing) is provided by one of the components of foreign language communicative competence – lexical competence. Taking into account the limited number of classes allocated to learning a foreign language, and, therefore, to the formation of English lexical competence, and the heterogeneity of the target audience (the initial level of foreign language training of students, their attitude to learning a foreign language is different), the principles of forming English lexical competence are of exceptional importance competence. These principles, being in a relationship and interaction with the goals, content, methods and organizational forms of education, which are the starting points that determine the tactics and strategy of education at each point of the educational process.

Analysis of recent research and publications.

The concept of lexical competence was the object of scientific research by such scientists as E. Yataeva, H. Volkotrub, S. Smolina, N. Gorbunova. Ukrainian scientists O. B. Tarnopolskyi and S. P. Kozhushko, O. V. Zhovnych, O. B. Bigich, N. F. Borysko, and G. E. Boretska studied the essence of English-language written communication. Strategies, techniques and methods of mastering students' lexical competence became the subject of scientific research by researchers N. O. Mykytenko, N. S. Bilonozhko and N. F. Koryakovtseva. The problem of the formation of foreign language lexical competence was studied in the works of such domestic and foreign scientists as V. O. Artemov, I. V. Batsenko, I. M. Berman, A. E. Bokovnia, V. A. Bukhbinder, N. G. Vyshniakova, V. E. Gorbachev, Yu. V. Hnatkevich, Yu. O. Zhluktenko, E. V. Miroshnychenko, O. P. Petrashchuk, S. M. Stepashchenko, O. B. Tarnopolskyi, N. S. Forkun, O. V. Chichkova, S. P. Shatilov, R. Carter, M. McCarthy, R. Ellis, R. Gairns, D. Gardner,

M. Lewis, I. Nation, N. Schmitt, L. Taylor and others. The study of methodological approaches to vocabulary learning is the research subject of P. Babynskaya, whereas S. Shatilov studied the stages of acquiring new lexical units. The investigations in the field of distance learning were carried out by M. Koval, V. Kukharenko, O. Rybalko, B. Shunevych, etc.

As evidenced by the research of these and other authors, the formation of lexical competence occurs while working with texts. Texts by specialty (O. V. Balanaeva, K. Ya. Kusko, N. Vgierer, M. Levis, R. Wilberg, etc.) are considered not only the main source for the accumulation of students' professional terminological vocabulary, but also a means of formation and development of their professional skills, contribute to the improvement of the culture of terminological communication. Professional vocabulary, which students majoring in economics learn while working with, provides the need for expanding the professional vocabulary, forms their lexical competence, creates prerequisites for the formation of professionally oriented communicative competence [1].

The purpose of the article is theoretical substantiation of the formation of lexical competence as a significant part of communicative competence.

Presentation of the main research material. The main purpose of learning a foreign language is the formation of a foreign language communicative competence, which is understood as the ability to intercultural foreign language communication. The correct use of the vocabulary is an important part of the fluent foreign language communication. The formation of lexical competence is an important component of the foreign language communicative competence formation. It can be implemented directly or indirectly. Lexical competence can be formed stepwise, by introducing the system of exercises into the educational process in conjunction with the semantic and situational characteristics of communicative interaction [6, p. 98].

The formation of lexical competence is the basis for the creation of communicative competence, we consider it in structural unity: during the communicative and speech practice of students, lexical competence is formed, and in the process of formation of lexical competence, communicative competence is improved.

An important part of lexical competence is knowledge that is formed by the student through analysis, synthesis, systematization and ordering in the process of cognitive activity in a foreign language

class. Vocabulary is understood as a system of words and combinations of lexical units similar to them in terms of functional component. Lexical units are various words, definitions, phrases that name objects, phenomena, events. The process of forming the lexical competence of future economists begins with the replenishment of their vocabulary. Without a sufficient supply of specific terms, it will be impossible for a future specialist in the economic sphere to perform professional tasks. Skill is understood as the ability to perform an action based on acquired knowledge and developed skills. Lexical skills are the ability to practice the formed lexical knowledge, freely operate with various lexical units and lexical combinations of words.

The process of forming a lexical skill has the following stages:

- mastering the phonetic form of a lexical unit;
- performing an action to search and select a lexical unit;
- performing an action to combine lexical units;
- solution of speech problems.

The formation of a lexical skill is possible only with a close combination and implementation of all stages. Neglecting one of them can cause difficulties in using lexical units in communication. Thus, with the successful assimilation by students of the phonetic image of new lexical units, their free combination with each other, their insufficient use in the process of solving speech problems causes difficulties with the use of learned lexical units in the communication process [7, p. 21].

According to Yu. O. Semenchuk [3], the didactic basis for formation lexical competence consists of a complex of general didactic and special methodical principles reflecting basic and general patterns approaches to the organization of vocabulary learning, determine the content and affect quality of assimilation of educational lexical material. These are the principles of clarity, consciousness, activity and interdisciplinary coordination, as well as principles communication, interconnected learning of all types of foreign language speech activity and professional orientation of education. Adherence to these of principles provides education for students-economists of the English-speaking branch vocabulary in activity and through activity.

In the aspect of formation of lexical competence students-economists must acquire knowledge of terminological vocabulary and master skills and the ability to use it to ensure the understanding of extended speech on professional topics of varying complexity; to find the necessary professional information on various media with an understanding of terms and abbreviations; for active support of official and unofficial conversation on economic topics; for evaluation, comparison, analysis of socio-economic events and phenomena with using appropriate terminology; for drafting various types of business documents, referencing foreign language sources and writing reports. [1].

In the process of mastering English-language lexical competence in professionally oriented communication of future economists, we adhere to the traditional approach adopted in the methodology of

teaching foreign languages, and distinguish three main stages of formation of the components of lexical competence in professionally oriented communication of future economists (lexical knowledge, skills and awareness) – familiarization stage, automation stage and application stage [2; 4].

At the stage of familiarization with new lexical units, students acquire knowledge about the lexical system of the English language, namely knowledge about the rules of word formation, connecting and relative value of words [3, p. 151]. At this stage, students get acquainted with the meanings of lexical units, terms, features of their use and perform exercises on the identification and semanticization of lexical units.

All further work on vocabulary in professional communication topics largely depends on the effectiveness of the first stage. The task of the teacher is to choose the most effective method of presentation in accordance with the level of knowledge of the students, the qualitative characteristics of the word and its belonging to the active and passive minimum.

At the stage of automation, students master the form, meaning and function of lexical units. The basis of the skills laid down at the introductory stage involves the implementation of conscious operations with vocabulary and allows for the formation and improvement of lexical skills by repeating actions with lexical material. Students perform exercises on learning the form and meaning of lexical units, learning the conjugacy of words; at the level of word combinations, phrases, and supra-phrase unity, students' actions are automated, with lexical material by processing typical speech patterns [5, p. 148].

At the stage of application, the development of skills to produce prepared and unprepared dialogic and monologic speech, as well as further improvement of skills and abilities, takes place. Students perform exercises that require a quick verbal response; exercise tasks ensure that students use not only commonly used lexical units, but also clichés, idioms, catchphrases, etc. Doing exercises in the form of role-playing games contribute to the development of spontaneous speech. In dialogue-discussions, students acquire and develop the skills of conducting a discussion: to prove their point of view with arguments, draw a conclusion, politely disagree with the opponent's opinion and present their vision of the problem, etc.

As an example, we suggest a system of exercises for the planned stages:

STAGE 1.

Ex.1. Listen and repeat the following economic terms: profit, commodity, national income, investment, inflation, market forces, public sector, supply.

Ex. 2. Complete column 2 of the table with opposite meanings. Use the prefixes – in, ir-, un-, il- or dis-. Complete column 3 with the noun forms.

Adjective	posite adjective	Noun form
considerable	onsiderable	consideration
appropriate		
changeable		
economical		

regular		
perfect		

Ex.3 Match the words from the text with their synonyms.

- a. to modify 1 to allow, to authorize
- b. to handle 2 to absorb, to contain
- c. to assign 3 to accept, to acquire
- d. to restrict 4 to alter, to change, to convert
- e. to enable 5 to appoint, to choose
- f. objective 6 benefit, convenience.
- g. sufficient 7 to control, to direct, to guide, to operate
- h. to retain 8 to keep within bounds, to limit
- i. advantage 9 aim, ambition, goal
- j. to assume 10. adequate, competent

Ex.4. The exercise contains a number of common verb-noun partnership. Match up these verbs and nouns to make common collocations.

- | | |
|---------------|-----------------|
| 1 allocate | a) decisions |
| 2 communicate | b) information |
| 3 develop | c) jobs |
| 4 make | d) objectives |
| 5 measure | e) people |
| 6 motivate | f) performance |
| 7 perform | g) resources |
| 8 set | h) strategies |
| 9 supervise | i) subordinates |

STAGE 2.

Ex.1. Expand the sentences.

1. In the organizing process, management sets up _____.
2. Formal organizations are _____.
3. Informal organizations exist _____.
4. By following the four principles, management creates an organization that is _____.
5. The three major kinds of internal structures are _____.
6. A line organization is an internal business structure in which every employee _____.
7. The staff specialists perform _____.

Ex.2. Put the following key sentences in the order according to the text.

- a. Advantages and disadvantages of each organization structure.
- b. The four principles of good organization.
- c. The three basic organization structures.
- d. The difference between organizing and organization.
- e. Distinguishing between formal and informal organizations.

Ex.3. Express in one word.

- a. a special natural ability or skill
- b. able to understand other people's feelings and problems
- c. knowledge or skill gained while doing a job
- d. power to have an effect on the way someone or something develops, behaves, or thinks without using direct force or commands

e. the ability to make decisions and take action without waiting for someone to tell you what to do
 the reason that makes someone do something/something which encourages you to work harder, start new activities etc

Ex.4. Insert the following words in the gaps in the text below.

- | | | |
|------------------|--------------------------------|---------------|
| applicant | employment agencies | job vacancies |
| application form | interview | references |
| apply | job description | short-listed |
| candidate | curriculum vitae or CV (GB) or | resume (US) |

Many people looking for work read the (1) advertised in newspapers by companies and (2) To reply to an advertisement is to (3) for a job. (You become a (4)..... or an (5)) You write an (6), or fill in the company's (7)....., and send it, along with your (8) and a covering letter. You often have to give the names of two people who are prepared to write (9) for you. If your qualifications and abilities match the (10), you might be (11)

STAGE 3.

Ex.1. Read the information & pick up the essential details in the form of quick notes.

Ex.2. Read the information on the Sources of Economic Health & try to render it in some English words.

Ex.3. Render the general ideas of A. Smith's research.

Ex.4. Act the role-play: «Types of companies».

Ex.5. Look at the list of ways to handle difficult customers. Make a list of things to do and things not to do. Report each piece of advice.

Ex.6. Role-play the negotiation. Continue to make suggestions until you reach an agreement.

It should be noted that the line between these stages is conditional, because during the process of learning, lexical skills are formed comprehensively, in parallel with speech skills. Repetition of educational material in accordance with the developed technology is organized according to an algorithm that ensures rapid and sustainable accumulation of knowledge. All actions with lexical units are carried out in strict sequence. Students are not allowed to complete the next exercise until the previous one is fully and correctly completed. Repeated actions contribute to a stronger consolidation of each lexical unit.

Conclusions. The experience of working with students of economic specialties has shown that by performing sets of exercises that form the basis of technology for teaching vocabulary, students master professionally oriented vocabulary; learn the basic concepts related to their future professional activities; remember the situations in which it was used, as a result of which they acquire the skills of professional communication in the language being studied.

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ПРИНЦИПИ І ФОРМИ ВИКЛАДАННЯ ОНЛАЙН-КУРСІВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Стаття присвячена аналізу впровадження і викладання онлайн-курсів у вищій школі, умов і принципів створення якісного освітнього цифрового середовища для студентів ЗВО, а саме принципів: рівності й справедливості; інтерактивності; курсу, що мотивує до навчання; когнітивної складності; застосуванню отриманих знань на практиці; ефективності; педагогічній майстерності викладача; автономності. Розглянуто проблеми, що виникають при дистанційному викладанні курсів, шляхи покращення надання освітніх послуг на підґрунті запропонованої «координаційної сітки» альтернатив відеоконференції при онлайн-викладанні і поділу методики викладання на чотири категорії або «зони»: