

Formation of English lexical competence on the basis of educational strategies

Annotation: as a result of the research the sequence of the selection of educational material is determined, the most typical situations and topics for communication are highlighted, the stages of formation of English lexical competence are identified, the sets of exercises for the formation of lexical reading skills are determined.

In the current conditions of pan-European and global integration of foreign language proficiency as one of the most important components of professional activity occupies a prominent place in the training of highly skilled professionals. In this regard, in accordance with the tasks of foreign language training provided by the Concept of linguistic education in Ukraine and the pan-European recommendations on language education, the question is raised about the modernization and reforming of foreign language learning system, in particular, the introduction of more effective teaching technologies and new training courses for preparation of diverse professionals.

In accordance with the theoretical principles of this concept, scientists have developed methods for the formation of lexical competence of specialists of different profiles. However, attention is focused only on the need to study the terminological vocabulary on the specialty, the peculiarities of its mastery in the process of intercultural integration. Therefore, there was a need for the analysis of the basics of formation of students' English language lexical competence.

Working out professional vocabulary with the use of educational strategies for effective formation of English lexical competence consists in the organization of communicative interaction of all subjects of educational process which facilitates its successful use in real communication, ensuring a high level of mastering lexical material and its consolidation in practice. The teaching strategy is the didactic procedures, personal methods that students use to improve English lexical strategies; they are one of the main tools for effectively learning foreign language (its lexical material). In the process of formation of future specialists English language lexical competence on the basis of educational strategies should:

- 1) teach to apply educational strategies consistently and integrated;
- 2) provide students with reference materials for use of educational strategies;
- 3) demonstrate examples of application of educational strategies;
- 4) facilitate the exchange of experience among students on the possibility of using their own learning strategies.

Positive motivation in language learning and confidence in its capability will contribute to the effectiveness of formation process of English language lexical competencies for students and purposeful participation in the formation of professionally oriented lexical skills. Application of the teaching strategies of English language of lexical competence as an active and dynamic process affects the

level of its formation, which during higher education studies is increased through exercises in such types of speech activity as monologic and dialogic speech, business correspondence, reading of professionally oriented literature and listening of professional oriented texts.

Didactic basis for the selection of educational strategies for the formation of English lexical competence is a set of principles: general didactic (systematic and consistency, consciousness, visibility, activity and subject-matter coordination), methodical (communicative, integrated and differentiated teaching of foreign language, professional orientation of teaching and dominant role of exercises) as well as in the context of specific methodological (autonomy and responsibility in teaching, taking into account individually-rational style of learning, activation of arbitrary memorization, matching the use of teaching strategies of the individual-rational learning style and subjectivity in training). Adherence to these principles ensures effective learning of English lexical material with the use of educational strategies by students.

The selection of studying material should be in the following sequence:

- 1) definition of the most widespread spheres of communication as those that most accurately correspond to future professional activities;
- 2) formulation of the most typical topics specific to the professional activities of future specialists;
- 3) selection of situational-thematic complexes, which include previous experience of students, are characterized by urgency and incentive for active educational actions;
- 4) identification of typical professional communication situations for ensuring interpersonal interaction of participants in communicative process;
- 5) selection of professional textbooks as one of the main sources of terminology and the basis for stimulating speech interaction on professional subjects;
- 6) selection of the linguistic minimum.

The main organizational forms of work are practical classes (class work), individual and independent work under the possible leadership of the teacher, which involves speech interaction of students through training in cooperation, situational learning of lexical material, brainstorming, interactive learning as well as the use of game technologies in the implementation process of communicative, interactive and constructivist teaching methods.

The process of formation of English lexical competence for students is reduced to three stages:

1) operative-automatic- the stage of input and semantization of lexical units to create an oriented basis as necessary condition for the formation of lexical skills for further automation;

2) reproductive-active stage of improvement and automation of students' actions with new linguistic material in thematic communicative situations for the development of the skill of rational use of professionally oriented vocabulary;

3) communicative-strategic- the stage of development and further automation of lexical skills in speech and control the level of formation of English lexical competence.

In accordance with the stages of formation of English lexical competence, three interrelated sets of exercises were created that form the system of lexical skills of reading, listening, speaking and writing formation:

1) a complex of exercises for the formation of professionally oriented lexical knowledge and skills (reproductive, receptive-productive, conditional-communicative, communicative);

2) a complex of exercises for the improvement of professionally oriented lexical knowledge and skills (reproductive, receptive-productive, conditional-communicative, communicative);

3) a complex of exercises for the development of professionally oriented lexical knowledge, skills and speech skills (receptive-productive, productive, conditional-communicative, communicative);

The task of operational-automatic stage of formation of English lexical competence is the receptive assimilation of lexical material, that is, the process of perception of the sound and graphic form of the word, its systematization and implementation of operations of choice, replacement, connectivity, division, transformation.

In communicative-strategic stage of English lexical competence the development of professionally oriented lexical knowledge and skills is being continued, the development of professionally oriented speech skills with the use of educational strategies is performed. At this stage it is necessary to use exercises, the implementation of which ensures a steady formation of automatism in the implementation of speech actions with lexical units based on lexical skills formed at the previous stage, that is, the effectiveness of formation of English lexical competence is expressed through meaningful and creative use of lexical units in all forms of speech activity.

Conclusions: Strategic competence, characterized as the ability to use personal behavior modes and thinking to prevent or avoid communication difficulties, as well as maximally effective implementation of goals, includes educational strategies in connection with communication and also envisages targeting on autonomy of subject of learning and taking into account the individual-rational style of students' educational activities.

References

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