

DEVELOPING LEXICAL COMPETENCE IN FOREIGN LANGUAGE LESSONS

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Abstract: *In the process of globalization, the more languages people know, the more successful they are and the higher their reputation. Good knowledge of foreign languages, especially English as a second language, is one of the requirements for professional employees. Therefore, modern pedagogy and methodical sciences help to teach foreign languages. Nowadays, the interest in learning a foreign language is increasing. In particular, its lexicology plays an important role in language learning, and teachers and students face some difficulties lexical competence when it's developing. In this article, we tried to explain these difficulties and how to solve them.*

Key words: *lexical competence, foreign language, method, vocabulary, difficult, improving, online.*

Vocabulary is an important focus of literacy teaching and refers to the knowledge or words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships).

Oral vocabulary refers to words that children can understand or use while speaking and listening. Oral vocabulary is closely related to their reading vocabulary, which is the words that children can recognise and use in their reading or writing.

Vocabulary plays an important role in oral language development and early literacy (Hill, 2012). Paris (2005) identifies vocabulary as one of the unconstrained skills, meaning that it is a skill that we continue to develop over our life span. Konza (2016) notes the importance of explicit teaching of vocabulary to support students to become confident in a word's meaning and use in context so that it will become part of their own repertoire.

Effective ways teaching of vocabulary involve the following main components:

- explicit teaching of appropriate vocabulary words (see tier 2 vocabulary below)
- multiple exposures to same words in varying contexts (speaking/listening, reading, writing)
- working with a partner or small group to analyse words
- story retelling using key vocabulary from texts
- use of props or concrete objects to explain vocabulary
- explicit discussion of comprehension together with vocabulary
- ensuring vocabulary instruction is embedded across the curriculum.

Actually it is a fundamental tool for communication and language acquisition. Language is derived from words, word phrases, collocations, idioms, slangs; from media blogs, websites, newspapers. They serve to enrich word bank of the language and its functions in the world. Vocabulary is essential to improve all areas of communication –listening, reading to understand the language; writing and speaking to express our feelings, thoughts. Developing lexical competence helps to develop knowledge and skills in multiple aspects of language and literacy. It is obviously clear that, there are billions of people are exploiting English as a first and second language to communicate. However, there is a challenge that learners and teachers see, teaching and learning vocabulary. For decades scholars and linguists are observing and recommending new ways of teaching vocabulary.

Developing of lexical skills is a continuous and endless process. You can expand your vocabulary and deepen your knowledge in the field of foreign language vocabulary all your life. The need to memorize a large number of lexical units often becomes a problem for students. The positive emotional background of vocabulary learning is important. The training tasks should be diverse and interesting. In the process of learning English at school, both active and passive vocabulary are replenished, while vocabulary can move from passive vocabulary to active, and, unfortunately, vice versa, from active to passive. Part of the vocabulary is forgotten and irretrievably lost. The fastest words are forgotten within 24 hours after the lesson, which is why it is so important to give homework to consolidate new words. But even later, in case of insufficient consolidation of the new vocabulary, the process the forgetting continues. Properly organized and systematic work on the development of skills and abilities to use vocabulary in various forms of oral and written communication allows you to maintain and replenish an active vocabulary, increase the number of words that are "never forgotten".

The modern implementation in practice of trends towards the transformation and improvement of the traditional model of teaching English is based on the active use of computer and Internet technologies in teaching, and the main methodology of their work to expand the English lexicon of students is the role of the student as a reflective researcher. There are a number of basic vocabulary replenishment techniques applicable to the study of any language, including native: reading books (as well as its modern version — listening to audio books), drawing students' attention to the use of a new word in speech turns, solving and composing crosswords, synonymous presentation of text materials, as well as word exchange occurring in the process communication. However, as part of the work on the English vocabulary, such techniques acquire their own specifics.

Focus of language learning moved from the structural patterns to meaningful communication in the 1970s with Hyme's (1972) communicative competence concept, interest in learning and teaching vocabulary gradually increased.

For the last three decades, with the advent of communicative language teaching and computer assisted language learning (CALL), more studies concerning vocabulary learning and teaching have appeared. With the increase in research with regard to vocabulary learning and teaching, new ways, strategies, and methods have emerged.

Analyses of both the qualitative and quantitative data reveal that the online program used in the vocabulary course is considered to be useful by most of

the students. Learning vocabulary through the online program is appreciated by most of the students since the program provides them with visual aids to learn and remember the vocabulary items better. Receiving immediate feedback from the program is also regarded as beneficial by the students. The reason for this may be attributed to the students' comparison of the online program with the traditional teacher-delivered vocabulary courses. It is clear that they cannot get the feedback whenever they want in the traditional classes in contrast to online program. Embedded dictionary in the online program is also emphasized by the students as it helps the students find the meanings of the unknown words immediately.

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