

## FORMATION OF THE FOREIGN LANGUAGE LEXICAL COMPETENCE: THEORETICAL DIMENSION

### ФОРМУВАННЯ ІНШОМОВНОЇ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ: ТЕОРЕТИЧНИЙ ВИМІР

Статтю присвячено актуальній проблемі сьогодення, пов'язаній з формуванням іншомовної лексичної компетентності здобувачів вищої освіти. Аналіз психолого-педагогічної та методичної літератури дав змогу встановити, що під іншомовною комунікативною компетентністю розуміють сукупність знань, умінь та навичок, які дозволяють навчатися, працювати та спілкуватися в багатонаціональному суспільстві та досягати взаєморозуміння у взаємодії з представниками інших культур. Доведено, що метою формування іншомовної лексичної компетентності є сукупність сформованих продуктивних і рецептивних лексичних умінь тих, хто навчається. Формування лексичних умінь вважається метою вивчення лексичного матеріалу. Під час формування лексичних навичок основний акцент приділяється аналізу лексичних одиниць. Зважаючи на те, що правильне використання лексики є важливою передумовою вільного спілкування іноземною мовою, словниковий запас необхідно вивчати не лише для знань, а з метою використання їх у спілкуванні та у співвідношенні з іншими засобами: граматичними, фонетичними, невербальними. З іншого боку, під лексичною компетентністю розуміється лексичне знання, вміння використовувати відповідні лексичні одиниці в усному та письмовому мовленні.

Теоретичний експерт наукового фонду дав можливість встановити, що серед складників загальної мети вивчення іноземної мови є формування іншомовної комунікативної компетентності, під якою розуміють здатність до міжкультурного іншомовного спілкування. Отже, під час дослідження визначеної проблеми було встановлено, що успішне іншомовне спілкування визначається рівнем володіння лексикою, що забезпечує адекватне використання та розуміння лексичних одиниць у спілкуванні, при цьому значну увагу слід приділяти усвідомленню значення іншомовної лексичної компетентності здобувачами вищої освіти.

**Ключові слова:** лексичні уміння, іншомовна комунікативна компетентність, міжкультурне іншомовне спілкування.

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. Thus, one of the main tasks facing the students while studying a foreign language is the formation of lexical competence as an important constituent of their communicative competence. Since the successful foreign language communication is determined by the level of vocabulary proficiency providing, adequate use and understanding of lexical units in communication, the significant attention should be paid to the consideration of foreign lexical competence. Lexical skills should be considered as a valuable component of the content of foreign language teaching. The formation of lexical competence is an important component of the foreign language communicative competence formation.

Foreign language communicative competence is a set of skills, abilities and knowledge that allows to learn, work and communicate in a multinational society and achieve mutual understanding in interaction with other cultures representatives. Thus, the purpose of forming students' foreign lexical competence is a set of formed productive and receptive lexical skills. Their formation is considered the purpose of studying lexical material. In the formation of lexical skills, the main accentuation is given to the analysis of lexical units. The vocabulary must be studied not just for knowledge itself, but for the purpose of using it in communication, in correlation with the other means: grammatical, phonetic, nonverbal. Lexical competence is understood as lexical knowledge, the ability to use linguistic vocabulary in oral and written speech. The correct use of the vocabulary is an important prerequisite to the fluent foreign language communication.

**Key words:** lexical skills, foreign language communicative competence, intercultural foreign language communication.

UDC 378.147

DOI <https://doi.org/10.32843/2663-6085/2022/43/2.20>

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**Statement of the problem in general.** The integration of our society into the international socio-economic, informational and cultural space determines the need for communication in different languages, regarding culture, customs and traditions peculiarities. Nowadays according to the new educational reality foreign language learning is implemented in conditions of distance education. Distance forms of learning are universal; whereas they enable the usage of any teaching techniques and methods, however, foreign language teachers face particular difficulties in selecting the content of foreign language teaching material, teachers' methodical preparation for working remotely, as well as modeling the learning process online. One of the goals of learning a foreign language is the formation

of lexical foreign language competence, which is an important prerequisite for mastering communicative foreign language competence.

**Analysis of recent research and publications** reveals that the issue of foreign lexical competence formation has been studied by domestic and foreign scholars in various aspects (V. Artemov, L. Bankevich, V. Buchbinder, O. Dolmatovska, E. Passov, O. Tarnopolsky, N. Vyshnyakova, R. Carter, R. Ellis, M. Lewis, L. Taylor, P. Wilberg, etc.). Thus, O. Bigich, N. Borisko, S. Nikolaeva, V. Redko devoted their works to lexical units teaching and the formation of lexical competence in general, and lexical skills in particular. 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.

**Highlighting of previously unresolved parts of the general problem.** Education nowadays is characterized by the predominance of distance learning and mobility, when besides the technical side of organizing the educational process an important task for a teacher is to prepare the educational material in such a form and content that the student can understand it, since distance learning implies that most of the educational material is processed by the students individually. Thereby one of the main tasks facing students while studying a foreign language is the formation of lexical competence as a significant part of their communicative competence.

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

**Presenting main 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.

Lexical skills should be considered as an important component of the content of foreign language teaching. Skills of use and correct intuitive understanding based on speech lexical connections between graphic motor and auditory-speech forms of words and its meaning in foreign language vocabulary, as well as connections between words in a foreign language are called lexical skills.

According to S. Nikolayeva, lexical competence is person's ability to understand the language and the correct arrangement of the particular utterances, which is based on the dynamic and complex interaction of relevant knowledge, skills and lexical awareness.

Lexical competence is understood as lexical knowledge, the ability to use linguistic vocabulary in speech, oral and written. It is realized primarily through the development of skills and abilities in the main types of speech activities, including reception, production, interaction and mediation and are implemented in both written and oral forms [4].

Lexical competence should be formed, first of all, by learning the words pronunciation and spelling. The

student must get acquainted with the structure of the word, i.e. be able to distinguish word morphemes and be aware of the most common derivations and inflectional forms. Thus, it is necessary to learn the syntactic interrelation of words in phrases and sentences. In addition, the comparative, emotional and pragmatic meaning of the word must be learned, as well as lexical interrelations of the words, i.e. synonyms, antonyms, hyponyms.

Language competence includes the following components: phonetics, phonology (orthophony and spelling); grammar (morphology, syntax); lexis (vocabulary, lexical connections, word formation / neology); discourse (linguistic norms of text structure). That is, the learned word in itself does not mean the formation of elements of lexical and grammatical competencies. The pan-European recommendations state that lexical competence is directly related to all the other competences, namely: grammatical, semantic, phonological, spelling, orthoepic, sociolinguistic, pragmatic [4, p. 113–130].

One of the components of lexical competence is general language ability or awareness, which are related to the interaction of phonetics, vocabulary and grammar, as well as student's linguistic observancy, his / her ability to summarize the results of observations in the form of schematic and verbal rules, ability to control the correct and appropriate use of words in the process of communication. The vocabulary must be studied not just for knowledge itself, but for the purpose of using it in communication, in correlation with the other means: grammatical, phonetic, nonverbal [2, p. 41].

Lexical knowledge is the reflection of the result of lexical system knowledge in students' minds in the form of rules for using such a system and its concepts. Lexical knowledge includes the following knowledge: written and oral word forms; types of vocabularies; rules of word formation (conversions, composing words, etc.); related to the word structure basic concepts: prefix, root, suffix; semantics of word forms (connotative and denotative meanings); lexical and syntactic connecting value of the word; the relative value of the word or its ability to have synonyms, antonyms, paronyms, homonyms, socio-cultural and stylistic coloration; differences and / or similarities in the lexical systems of foreign and native languages [1, p. 85].

Lexical knowledge includes: knowledge of the sound form of the lexical unit required for its correct pronunciation and definition, and audio distinction; knowledge of the graphic form, the rule of spelling, necessary for the correct writing of lexical unit and its definition and understanding in the process of reading; mastering grammar knowledge required for the word forms constructing; cognition related to the rules of connecting relevant words in speech cognition of the word semantics needed for constructing appropriate

word combinations in the language being studied [5].

There are semantic interrelationships of words, such as: synonymous; antonymous; lexical and semantic; thematic [3, p. 49]. English lexicology also includes lexical and semantic concepts, namely: lexical meaning; unambiguous and polysemic words; direct and figurative meaning; homonyms; synonyms; antonyms [3, p. 50]. Note that the vocabulary can be formed directly or indirectly. In direct study, students perform specially arranged exercises and tasks for the vocabulary development. According to S. F. Shatilov, language exercises, which form students' language skills of word changing and constructing have a positive effect on the language skills development, the acquiring and replenishment of the vocabulary by implementing special exercises is expedient, since lexical exercises represent one of the forms of communicative activity. In the indirect study of the vocabulary, the student focuses on another form of activity, such as listening or reading, and simultaneously he / she imperceptibly learns the words. While forming students' lexical competence, more attention should be paid to the indirect way of mastering the vocabulary.

The main tasks while mastering the vocabulary for its successive fluent reproduction in speech are the following: finding the word meaning in the memory (thus, it has to be previously put in there); its correct articulation, which means mastering its phonetic form; word combining on the basis of semantic complexity and according to grammatical norms; the inclusion of the words into the speech, the formation of the utterance [5, p. 21].

Thus, the purpose of forming students' foreign lexical competence is a set of productive and receptive formed lexical skills. Their formation is considered the purpose of studying lexical material. The success of skills acquisition depends on the students' ability to observe, compare and analyze language phenomena, the ability to guess the meaning of the word out of the context, as well as work with different dictionaries, etc.

Functional lexical minimum is the lexical material, which is necessary for expressing ideas in the oral and written form, and for the apprehension of other people discourse. Functional reserve of the lexical minimum is limited. It is formed as the result of the fundamental processing and getting used in oral speech. Inert lexical minimum is the vocabulary, that is only needed to be understood in oral speech; it is wider than the functional one.

Selecting one or another means of entry of the newest lexical units into vocabulary is determined by

the lexical unit nature, the content of the thought it conveys, the level of study, students' level of language training. When new words are introduced into the conversation, visual aids are used to concretize verbal representations. In lexical skills formation the main accentuation is given to the students' analysis of lexical units. For achieving this aim the following methods are used: demonstration, guessing through the situation, explanations in foreign language and translation.

**Conclusions.** The formation of foreign language lexical competence first of all is aimed at mastering general knowledge. Learning vocabulary is not an aim in itself, but an effective means to master all the types of speech activity. Foreign language communicative competence is a set of skills, abilities and knowledge that allows to learn, work and communicate in a multinational society and achieve mutual understanding in interaction with other cultures representatives. **The prospects** for further research can be related to the study of the effectiveness of particular means of the future specialists' lexical competence formation.

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