

EXPANDING VOCABULARY IN ENGLISH CLASSES WITH REGARD TO PROFESSIONAL ORIENTATION

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Introduction. Mastering a foreign language is a creative process. People improve their speech all their life, acquiring the richness of the native language. Each age stage introduces something new into speech development. The same happens when studying a foreign language, students gradually expand their vocabulary. Vocabulary is a set of language units, words that the speaker has in all possible communicative situations, the words which are familiar to an individual. The task of teachers is to develop vocabulary in classes. At a basic level, people learn words by naming objects, memorizing verbs, adjectives and adverbs, and other parts of speech. Gradually the vocabulary expands, synonyms and antonyms are added, and the speech becomes more diverse and richer.

Aim. The purpose of the article is to identify the notion of lexicon, active, passive and external vocabulary and to make out the methods of expanding vocabulary with regard to professional orientation.

Materials and methods. Vocabulary is conditionally divided into active, passive and external. The active vocabulary includes words used every day. They are

included in both written and oral speech. The main peculiarity of the active lexicon is free use, which does not require additional effort. Active vocabulary is a set of active lexical units, which is often used by members of the national linguistic and cultural community in oral and written communication. [1].

Passive vocabulary includes understandable words found in various sources, but not used in everyday speech, or used, but extremely rarely. They are used when necessary, but it takes effort to remember them. The speaker's passive vocabulary is a part of lexical units of language, the use of which is limited in speech and communication. It is a set of lexical units that are understood by the native speakers and the people who learn the language, but passive vocabulary is not used in spontaneous speech [1].

External lexicon denotes unknown words related to specific areas of knowledge. These are professional terms, neologisms, and narrowly specialized concepts. It is hardly possible to draw clear boundaries between these groups. They are rather shaky and fluctuate in one direction or another. As people grow older and mentally develop, their vocabulary grows. So, if a student uses a few thousand English words when entering the university, then later this number increases. If people continue to study, read and learn something new, their vocabulary can expand to ten thousand words, but a huge number of the words will belong to the passive vocabulary. But the lexicon of true scholars and intellectuals sometimes numbers to 50 000 words. Of course, only a small part of them will be used actively. The rest will be used by such people to communicate with similar scholars or in the process of reading specific literature. At the same time, their passive lexicon for most ordinary people will be in the area of external vocabulary. .(2)

There are several methods to effectively transfer words from passive into active vocabulary. The first is writing. The fact is that when writing we can memorize the words properly. This memorization process can be enhanced by taking the word you want to transfer into the active vocabulary and making up sentences with it,

linking it to your current interests and goals. The second method is to deliberately use these words in sentences that students will formulate as soon as the opportunity arises to speak. In general, highlight the series of words that you wish to transfer into the active vocabulary and get the students to consciously use them. This concerns especially synonyms. When everybody wants to use simple familiar words like *good* and *nice*, but to expand the active vocabulary, you need to include other synonyms, for example: *fine, perfect, amazing, wonderful, marvelous, brilliant*. It is good to write down the words and rows of synonyms for them. For example, let's take the word *result*. A number of synonyms for it: *consequence, end, fruit, outcome, conclusion*. It must be remembered that not only synonyms, but also the whole constructions can be added here. For students of technical specialties, you can create a synonymous row, for example *absorb – soak, up, assimilate, consume, digest, incorporate, ingest, take in, captivate, engross, immerse; liquid – liquefied, fluid, aqueous, running, runny; solid – firm, compact, concrete, dense, hard, massed, strong, sturdy*. Words on topic property of matter: *plastic – manageable, docile, easily influenced, malleable, ductile, supple; elastic – pliant, rubbery, springy, stretchable, stretch, tensile, yielding*. The third way is to find antonyms for the learned words and make up sentences with them, for example, when describing the properties of materials, you can use various synonyms and antonyms.

A very effective way is to build an associative line. To memorize a word, create a suitable association for it. It can be aimed at the sense of smell, taste, motor, tactile characteristics, or linked to the color spectrum. The result depends on the imagination of the person, and the desire to consolidate the information received. The associative line helps you remember difficult words and makes it easier to remember them at the right time. Such exercises activate vocabulary, turn on imagination, and stimulate broader thinking. Each person has their own association for each thing. So, for one person a mobile phone is a tool for making calls, for another – a pleasant entertainment. You can choose any concept, subject, phenomenon, and ask the students, without hesitation, to name the first ten associations that come to their mind,

e.g. a light bulb is light, evening, blinking, electricity meter device, energy efficiency, payment of utility bills. It is possible to memorize words using sound associations. Many English words are consonant with the words of the native language, for instance, *nation, style, energy, embrasure, day, revolution, organization* and others.

The use of games in class is an effective method. Game – Alphabet. The meaning of the game is to name quickly nouns in alphabetical order, e.g. *absorption, bulk, circulation, ductility, energy, fire, gear, heat, etc.* then verbs – *absorb, blast, circulate, drill, energize, etc.*, Then adjectives: *absorbing, bulky, circle, ductile, energetic, etc.* Using crosswords, language games and puzzles is effective too. A great way to combine learning with pleasure: practice the words you have learned and play! Here is one of the most common language game, Scrabble.

There are also other exercises for vocabulary developing. One of the most effective is the oral storytelling and reporting. Get the students to tell a small story, using only nouns and adjectives, then only verbs and adverbs. This is not an easy exercise. It helps to use the existing vocabulary, while refreshing it in the person's memory. For students of technical specialties, you can offer a thematic list of words and ask to write a report on a given topic, for example, environmental problems of the modern world, properties of matter, etc. Meanwhile, it helps to significantly expand the active vocabulary. Reporting is suitable for the situation when you have read a text in which you come across many unfamiliar but useful words. Ask the students to summarize this text in written form using these keywords and these words will remain in their memory. As for essays, there is no need to write long compositions, a short story of five or seven sentences with new words is enough.

Another effective method to expand your vocabulary is to memorize a word in different contexts. For example, the word *set*, *to set oneself against a proposal; to set the hands of a clock, to set somebody free; to set something on fire, to set an example, to set the table, etc.* After translating these phrases and repeating them it is good to read and translate sentences with them, e.g. *We set an extra place at the table for our*

guest. All the cars have a set price. What have I ever done to set her against me?

Choosing words with the same root is a good exercise for memorizing words and creating associative line. You can use ‘word building game’. The task is to make up new words with one root and then make up sentences with them, for example, *beauty, beautify, beautiful, beautifully*. Take the root *ject*, derivatives: *inject, reject, subject, object*. *Ministers are **subject to** the laws of the country. Residents **object to** the volume of traffic. Union negotiators **rejected** a 1.5 percent pay increase. The technique consists of **injecting** healthy cells into the weakened muscles.*

Results and discussion. There are usually no problems with the passive vocabulary. You are just learning words that appear in technical texts. Over time, some percentage is forgotten, and some is deposited in the passive vocabulary. It is much more difficult to start using words from passive vocabulary in speech. A very effective way to replenish vocabulary, which does not require special time, is listening to the audio. It is recommended to listen to the same audio that you listened to in the class before going to bed. Reading is one of the main source of new information and, accordingly, learning of new words. For students of technical specialties, it is recommended to read and translate texts of their specialty, where new words can be encountered, with which they can work directly. The higher the level of the authors, the greater the chance that they use a variety of vocabulary, and most importantly, they use words correctly. In this way students will memorize new words, and also the correct ways of using them.

This will increase the chances that if a word gets into the active vocabulary, it will stay there, and people can use it in any situation fully automatically. It is very important to include new words in speech in each class, to introduce new words adding a visualization technique, to memorize quotes, sayings, etc. You can schedule the repetition of words that you want to transfer into the active vocabulary. It is based on research into how human memory works. Scientists have found out that after a week a person forgets eighty percent of all new information received. However, this

percentage can be significantly reduced by repeating the material at regular intervals. Then it gets into long-term active memory. For this, the so-called rational repetition mode was developed. Immediately after the end of the reading it is recommended to repeat new words after half an hour, in a day, in two days, in three days, in a week, in two weeks, in a month. To achieve the maximum effect, it is advisable not to deviate from the schedule. It is better not to try to memorize a large array of words immediately. It is better to divide the words into small thematic groups and create a calendar of repetitions for each group.

Conclusions. Vocabulary development is, in fact, necessary to vocalize your thoughts, intentions, analysis and conclusions. This skill is reinforced by practice and weakened in the absence of it. Therefore, in order to develop your speech, one should constantly communicate, as well as read, watch videos, podcasts and listen to the recordings. The growth of vocabulary is ensured when learning new words, precise definitions that we hear from interlocutors are used in speech, and then the words are transferred from the passive lexicon into the active one. Therefore, it is desirable to communicate with different people. In English classes, you can organize work in pairs, small groups and mix the participants all the time. An effective lesson is the lesson when all types of speech activity are involved – reading, listening, writing and speaking.

1 СЛОВНИК

2. <https://4brain.ru/blog/razvivaem-lexicon/>

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