

## FORMATION COMPONENTS OF FOREIGN LANGUAGE LEXICAL COMPETENCE OF FUTURE SPECIALISTS

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Changes in the development vector of modern society and people's living conditions have made adjustments to the goals and main tasks that are set in the training of future specialists of various specialities and directions. The levelling of borders is observed not only in the political, economic, but also in the social and cultural space. Such processes of globalization require perfect command of foreign languages to implement effective communication processes.

Lexical competence is one of the main speech competences required when learning a foreign language. It is lexical knowledge that forms the cognitive base of students, which helps them in further education. The issue of developing and implementing certain measures and exercises aimed at increasing the level of lexical competence of future specialists, who must be able not only to distinguish words and know their meaning, but also to be able to correctly combine and use them in the necessary context and in the appropriate form, becomes urgent.

Foreign language communicative competence consists of phonetic, lexical, grammatical competences, as well as reading and writing competences. Ignorance of the lexical structure of the language greatly complicates and even makes it impossible to fully participate in the speech act, as well as to understand and join written communication.

Lexical competence is understood as a person's ability to determine the contextual meaning of words, understand their structure, compare the volume of meanings in two languages, using lexical knowledge, skills and own language and speech experience.

The formation of students' foreign language lexical competence takes place through two stages, which have their own structure and features. First, there is an introductory stage, during which familiarization and acquisition of knowledge about the lexical structure of a foreign language, its rules and peculiarities of use, as well as the study of the semantic component take place. At the main stage – the automation stage – students develop and improve the skills of working with new lexical units at the "word-phrase-sentence" and "monologue-dialogue-text" levels. At this stage, students reproduce lexical units at the receptive and productive levels in the conditions proposed by the teacher himself [1].

Thus, when choosing methods and implementing tools for the formation of foreign language lexical competence of specialist students in foreign language classes, it is necessary to take into account at what stage they will be used and whether it will be purposeful [2] or random training [3]. So, we single out the following methods that have proven themselves to be among the most effective in practice: 1) interactive work with lexical material through *online flashcards* (Quizzlet та Quizziz); 2) *mind maps*: this approach increases the amount of actual material needed for memorization, reveals students' creative skills, and develops logical thinking; 3) *visualization of lexical objects*: creation of animation videos, video clips, the use of visual dictionaries (Visuwords),

etc.; 4) *YouTube*: contributes to the study of vocabulary in a socio-cultural environment and develops the skills of independent work. Can be used in flipped learning; 5) *thematic online groups*: various communities that discuss and share information on certain topics (*fandoms*); 6) *using interactive dictionaries for reading online texts* (for example, *Lingro*); 7) *passive work with lexical units*, which consists of creating associograms, searching for semantic connections, determining the meaning of a word through its elements, grouping lexical objects of a text or message into certain categories [1].

The choice of tools when teaching students lexical material and forming their lexical competence depends on a number of factors, including the age group, the purpose and task of studying the material, the level of formation of the group, individual characteristics of students, etc.

The last important stage on the way to the formation of foreign language competences among students is the verification and control of the acquired knowledge for the development of further learning strategies.

Formation of foreign language lexical competence in future specialists is an inseparable (part/characteristic) part and foundation of the process of formation of general foreign language communicative competence. Mastery of lexical competence by students can occur both during classes and independently during purposeful or random study of the material. The process of forming lexical competence is gradual and involves a combination of passive lexical exercises with various communicative situations.

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