

## **Building students' professional vocabulary**

**Volkova O. A.**

Senior Teacher of National Technical University of Ukraine

“Igor Sikorsky Kyiv Polytechnic Institute”

With the dynamic development of information and communication technologies, teaching foreign languages has achieved a qualitatively new level that allows improving existing effective methods of teaching languages focusing on the application and acquisition of new knowledge.

Lexicographical practice is being changed rapidly. A lot of new monolingual, bilingual, reference, production, online and offline dictionaries have been compiled. They use new principles of vocabulary presentation that are based on a large amount of linguistic material. Modern dictionaries give information about all meanings of a word, its pronunciation, spelling of all forms and derivatives, differences between American and British usage, collocations, antonyms, related words, synonyms and differences in their uses, spoken and written frequency of a word, levels of formality, grammar patterns and notes, common error notes and characteristic examples of sentences with a word or collocation. The accessibility of dictionaries and *corpora* (*large computerised databases of analysable real conversations and other text*) greatly facilitate and promote students' autonomy in performing their independent work [1, p. 185].

However, the availability of advanced dictionaries and corpora cannot guarantee the qualitative and quantitative enrichment of students' vocabulary without the development of new modern textbooks with tasks providing sequential formation and improvement of students' lexical knowledge and skills in various types of language activities: reading, listening, speaking, writing and translation.

It is regrettable that today there are no textbooks on ESP that take into account all modern trends in teaching a foreign language and satisfy the needs and demands of both students and teachers.

According to the National Curriculum for Universities [2, p. 24], three strategies can be followed: 1) the selection, adjustment, and usage of available course-books; 2) the adjustment and usage of available authentic Internet resources; 3) the designing of new teaching materials corresponding to students' needs.

Thus, teachers of ESP face the demanding task of selecting, adapting and developing appropriate materials, the main source of which is authentic up-to-date materials from the field of specialty chosen by students.

The complexity and challenge consists not only in the selection of qualitative interesting material and the development of a complex of integrated tasks aimed at the formation and improvement of language knowledge, skills and abilities of students with different levels of language proficiency, but also in ensuring the systematic and cyclic teaching/learning process, which is the basis for the formation of an active vocabulary of students. The application of the principle of systematicity and cyclicity includes:

- distribution and grouping of selected language materials into modules;
- location of modules in a logical order, observing the principle of consistency that would facilitate the acquisition of the material being studied;
- ensuring repetition of the previously studied material at each stage of teaching along with the acquisition of the new material;
- the gradual increase in the complexity and the introduction of new language phenomena;
- parallel implementation of the current and final assessment to ensure consolidation of the acquired skills and transparency of their evaluation that provides an incentive for students to work independently.

Moreover, in order to guarantee the qualitative enrichment of students' vocabulary, transparency of their assessment and motivation of students with lower levels of language proficiency, each module should have:

- tasks for developing all macro skills in reading, listening, writing, speaking and translation;
- pre-/while-/after-reading and listening activities;
- the list of key vocabulary;
- tasks for self-assessment.

Additional pre-reading or pre-listening pronunciation and matching exercises help to reduce complexities of following reading and listening exercises. In such a way more attention of all students is attracted to the words and expressions that are difficult because of their pronunciation, meaning or peculiarities of collocation with each other.

The availability of a mini dictionary to every module with a list of key vocabulary with collocations, idioms, phrasal verbs and set expressions, which students use actively while studying a module in order to know after completing the module, facilitates the process of autonomous learning languages and makes it comprehensible for students with lower levels of language proficiency. Having such a list, students know exactly which new vocabulary should be revised and memorized for passing their assessment tests and exams successfully.

Thus, teaching new vocabulary, its pronunciation, meanings, and peculiarities of use in the content helps students to avoid making mistakes and prevents their fossilization. It also increases students' motivation for studying languages and assists students with the lower level of knowledge in performing their tasks more successfully. It leads to the improvement of students' listening, speaking and writing fluency and accuracy.

The development of such holistic methodological materials requires persistent and systematic work of foreign language teachers in close cooperation with the lecturers of academic disciplines that students major in.

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