

organized influence on the child during this period allows him to quickly and easily master the spoken form of a foreign language.

Therefore, today, the best way to form English lexical competence is a system of blended learning, which combines traditions, full-time and class learning, with technological progress – pervasive learning U-learning using mobile devices and electronic computer technology. Blended learning allows you to diversify the learning process by performing exercises based on teacher instructions, traditional authentic sources: textbooks, reference books, dictionaries, and develop tasks using E-learning and M-learning, podcasting, chats, e-mail, blogs, social networks, online educational platforms, YouTube videos, electronic dictionaries, etc.

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БІЛІНЬСКА ЮЛІЯ

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ENHANCING FOREIGN LANGUAGE LEXICAL COMPETENCE OF THE STUDENTS OF NON-LINGUISTIC SPECIALITIES

The article deals with some aspects of forming the foreign language communicative competence of students of non-linguistic specialties. The paper briefly discusses some aspects of implementation of communicative approach to teaching English for specific purposes and describes some ways of enhancing lexical competence of students of students of Economics. A set of communicative exercises to be used while working with students of Economics in order to form their lexical competence has been demonstrated.

Keywords: lexical competence, English for specific purposes, professional communication, job-related surrounding, career-related settings

Teaching English for professional communication presupposes teaching the foreign language in job-related or career-related settings where students develop a professional interest in learning English. The common factor in all EFL programs for professional communication is that they have to be designed for students who have a common professional or job-related reason for learning English, the purpose to use it in the vocational or professional field, a common context in which to use English and some content knowledge of their subject area.

In other words, students of non-linguistic specialties have to master the English language at the level suitable for communication. It demands developing the communicative competence, which is vital for the professional foreign language communicative competence which in its turn includes lexical competence.

There have been a lot of research and studies conducted by foreign scholars who devoted their scientific research to the problems of teaching a foreign language for professional communication (Comfort, L. Bredella, M. Canale, A. Waters, G. Yule). Representatives of Ukrainian methodology of foreign language teaching (I.Morska, T. Serova, O. Shmyrova, I. Truhanova, O. Tarnopolskyi,) have contributed a lot to our knowledge of the aspects of language acquisition for a professional purpose.

Teaching English for professional needs implies analyzing the students' learning needs, assessing their proficiency levels, setting goals and objectives, selecting and adapting materials, creating a job-oriented learning environment, a special design of lessons, planning a variety of activities and assessing students' progress.

Western methodology claims that that the English language learning for special purposes should be started from the learners' needs analysis when the teacher constructs the program and the curriculum for a specific group on the basis of such analysis [6, p. 6]. Such approach meets the requirements of European Recommendation on language education, where approaches based on needs, motives, characteristic and abilities of students are suggested [1, p. 273].

Nevertheless, foreign language teaching for specific purposes in Ukraine is often based on the programs, curriculum and materials where learners' needs are not taken into consideration. This approach to learning and studying significantly reduces the motivation of students in learning a foreign language, their creativity, initiative and self-determination.

Hence, at this stage of the development, the process of teaching foreign languages for specific purposes demands significant changes and improvement in order to produce the professionals with a high level of proficiency and professional communication skills. There is a necessity of finding ways to optimize the learning process, and develop effective methodologies aimed at the formation foreign language competence of students of non-linguistic specialties.

This article describes some ways of enhancing the above mentioned competence of students of non-linguistic specialties and briefly discusses some aspects of implementation of a set of communicative exercises for the students of Economics (A+, B Level). One of the aims of this article is to suggest interactive activities which can be used and adapted while teaching English to the students of Economics to achieve goals in language-learning classes.

Modern methodological research and studies emphasize the prospects of new technologies and teaching methods that should be involved in the learning process on the basis of the communicative method. According to N. Skliarenko, there is a necessity of finding new approaches to selecting learning lexical material and opportunities for increasing the level of the formation student's lexical competence of non-linguistic specialties [3, p.119].

Our intention is to share our experience in selecting materials and compiling a set of exercises for the students of Economics. We strongly believe that learning material must be selected so that the content should meet the needs of students to perform a full range of language functions. The language tasks students need to perform must include: understanding spoken English, communicating basic messages, making conversational interactions and doing reading and writing tasks.

Another step was to collect samples of authentic texts, spoken and written, that are used by the students in their jobs or professions. With the purpose of developing the students' speaking skills, the texts we selected included a range of materials typically used in Economic communication, including social functions related to scientific contexts. We developed comprehension-based activities to develop students' vocabulary and listening-comprehension skills.

The challenge was to identify or create texts that were motivating and would clearly move students to a higher level of English proficiency. Selecting learning material we turned to texts that are examples of natural communication. As a result, there have been selected texts, dialogues, videos, diagrams and other pieces of communication data, depending on the needs we defined in our analysis. This input provided: stimulus material for activities; new language items, models of language use, topics for communication; opportunities for learners to use their existing knowledge both of the language and the subject matter.

An important step in the formation of students' lexical competence is the process of learning lexical material. According to Paul Nation, the process of learning lexical material for students presupposes: identification of the meaning of lexical units, secondly, activities for the purpose of learning lexical units, as well as activities for the use of lexical material in the process of communication in various situations [6, p.15].

M.Canale indicates that the stage of acquaintance of students with new lexical units presupposes semantization of lexical units. The scholar distinguishes between the reaching automaticity at the level of word forms, word combination and phrases, sentences; and automaticity at the phrase level – dialogical or monologue unities. The interaction takes place both in the student-text chain and between students or with the teacher [4, p.31].

Let's proceed with a set of exercises specially selected for the students of Economics (A+ and B-Level). At the initial stage, the receptive-reproductive exercises for imitation, naming and identification of lexical units have been performed. At this stage of learning professional vocabulary, the teacher resorts to non - communicative, fully controlled exercises with auditory or visual formal support. They can indirectly communicate the meaning of a word or phrase or contain an element of guess. Below is an example of the first stage exercise.

Exercise 1

Match the words on the left with the definitions on the left

interest	a bank account with minus money in it
mortgage	money paid toward the cost of raising a family
an overdrawn account	money given by the government for education, welfare etc.
savings account	an account that is used mainly for keeping money
current account	money paid to people after a certain age
pension	an account that checks are drawn on for day-to-day use
disability allowance	money chargeable on a loan
child benefit	money paid to people with a handicap
grant	a loan to purchase property.

Exercises of the second stage are aimed at further developing lexical skills: the choice of a unit from the semantic space according to the idea of expression, semantically conditioned combination of words and phrases separation, escalation or reduction of situational statements, situational substitutions.

These exercises are partially communicative, partially controlled and individual. They provide evidence of a speech task and situations that provide the principle of interactivity, as well as the possibility of using auditory and visual semantic support.

Below is an exercise on the topic of "Marketing", which corresponds to the demands of the second stage.

Exercise 2

Make dialogues ‘customer – shop assistant’, asking the price, giving advice, paying by card or cash

Shop assistant	Customer
«Can I help you?»	«I'm looking for ...» «I'd like to buy...»
Are you being served?	«Do you have this in ...»– medium / large / small
«Are you looking for anything in particular?»	/; – blue / black / beige
«Do you need any help at all?»	«Is this in the sales?»
«We don't have any of these left in stock.»	«It's a bargain.» (= the low price is a surprise)
We don't have your size in stock, but we can order it for you	«I'd like to try this on please. Where are the changing rooms?»
«The cash tills are over there»	«Where I can pay?»

The next step is gaining automaticity at the phrase level. The interaction takes place between students or with the teacher.

Exercise 3

Read the description of the term ‘Consumer Social Responsibility’. Give definitions to the concepts in the list below. Explain which of them belong to the aspects of consumer social responsibility.

- Neighborhood watch
- Environmental impact

Sympathetic humanity

The exercise is supposed to improve students' knowledge of lexical units, to encourage them to use new lexical units in different situations, where they are able to express their thoughts verbally (speaking) and in writing, as well as contextual understanding of lexical units in reading and listening. All the tasks that are being carried out at this stage are communicative with the minimum guidance. They are suitable both for individual and group works. Those exercises should contain speech situation and speech task. The following exercises can serve as an example:

Therefore, the role of the teacher in this process presupposes presenting (explanation) a new lexical unit; helping students to correctly identify its meaning; organizing the work of students units; stimulating students to use the learned lexical units in speech [6, p.18].

To conclude, practical mastering of a foreign language is being laid in the process of forming the lexical competence. Developing the foreign language vocabulary for professional communication at a sufficient level contributes to forming the foundations of foreign communicative competence of students, which consists in the ability to use a foreign language as a tool of communication in a job-related surrounding.

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THE TYPES OF READING COMPREHENSION ASSESSMENT

1. Introduction

Assessment is seen as one of the basic pedagogical activities both for teaching and learning. It involves a sum of tools and techniques used in classrooms, and helps teachers accurately define the needs and competencies of their learners. In other words, gathering information about learners is a pedagogical and instructive activity necessary to properly identify their strengths and weaknesses.

Generally speaking, assessment gives teachers the ability to identify their teaching goals. In other words, evaluation is an integrated part of teaching in the classroom designed to identify the weaknesses and expectations of students in every area of learning. Therefore teachers will make the right choices and provide their learners with constructive suggestions. More specifically, classroom evaluation should include effective techniques and tools which differ depending on the subjects and grades of the teaching [1, p. 139].

As for the reading comprehension evaluation, it includes many methods and procedures aimed at demonstrating how effectively learners can read, understand, interpret and evaluate various types of texts. In this regard, unique reading comprehension exercises can be implemented in the EFL classrooms in order to learn how well students can comprehend a text. Assessment of reading comprehension is based on rational principles and useful steps.

Therefore, the aim of the article is to shed some light on the concept of the reading comprehension assessment as an important pedagogical method intended to improve the process of teaching reading.

2. Assessment defined