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SOME ASPECTS OF FORMING LEXICAL COMPETENCE OF STUDENTS OF SERVICE AND TOURISM COLLEGE

Today's realities define the problem of mastering a foreign language as a means of communication and interaction. An indicator of mastering foreign language speech and evidence of a person's ability to communicate in another language is using of speech as a tool in practical communication. The main purpose of learning a foreign language is to master foreign language communication developing the ability to use a foreign language as a means of communication.

Tourism and services have always been and remain among special fields involving intercultural communication. Acquisition of a foreign language for specialists in these fields is obligatory for their successful professional activity, understanding of the culture and mentality of representatives of another country and introducing the Ukrainian spiritual and material cultural heritage to foreign visitors as well.

The goal of the article is the theoretical analysis of lexical competence in the structure of communicative competence as well as sharing some practical experience of developing lexical competence of students of tourism and service.

According to scholars, foreign language communicative competence, as an integrative part of language personality, primarily involves mastering speech competence, which includes lexical, phonetic and grammatical competence. Furthermore, learning a foreign language involves mastering the vocabulary of the language being studied. Thus, the core of a foreign language, as well as an integral part of foreign language communicative competence is lexical competence [1; 2].

S. Nikolaieva defines lexical competence as integrity of a certain stock of lexical units and the ability to use them properly being able to pronounce and write them, to understand them while listening and reading and to organize them grammatically as well [4, p. 68–69].

Lialevska H. interprets lexical abilities and skills as knowledge of the sound form of the foreign language lexical unit, knowledge of the graphic form, spelling rules, grammar knowledge for the formation of words, knowledge of the semantics of the words for the formation of free expression, knowledge of rules of the interconnection of relevant words [2, p. 4–6].

According to S. Nikolaieva, mastering of vocabulary is defined as finding the word which is laid in memory, the combination of words on the basis of semantic compatibility in accordance with grammatical norms, the inclusion of the phrase into the sentence [4, p. 67–69].

Formation of the lexical skills is the most important component of the English language teaching content. By the formation of lexical skills we mean the formation of reproductive lexical skills, receptive skills, skills of reasonable guess and that of using dictionaries. Reproductive lexical skills involve the correct using of the lexical units of the active vocabulary in oral and written form. Receptive skills presuppose recognition and understanding of lexical units during reading and listening. Skills of reasonable guess mean identifying the meaning of lexical units of a potential dictionary. Skills of using dictionaries presuppose ability to use bilingual, monolingual, phraseological, thematic, ethnographic dictionaries [5, p. 229].

The formation of the lexical competence presupposes the formation of active, passive vocabulary, and potential vocabulary. By active vocabulary we mean lexical units that students use to express their thoughts in oral and written form. By passive vocabulary we mean the vocabulary that students must recognize and understand in the perception of other people's thoughts orally (while listening) and in writing form. Passive stock is much wider. Potential vocabulary includes words that students can easily understand from the context. Here belong international words (revolution, hotel, monument); Compound words consist of words that are familiar for pupils. (girl-friend, snowball, forgetful); New meanings of the already known polysemantic words (to water, to air) [1, p. 162].

Stages of learning lexical material include: identification of meaning of lexical units, activities with the purpose of learning lexical units, activities for using lexical material in the process of communication in different situations.

The primary task of EFL teacher in the process of forming lexical competence of students involves providing students with mastering foreign language vocabulary while selecting appropriate lexical units. The main criteria for the selection of lexical units are as follows: compatibility of the lexical unit with other units in the speech; semantic value (reflection of the lexical unit of important concepts in various spheres of human activity); stylistic features (using of lexical units in different styles); the criterion of novelty and general information in the native speakers environment, subject matter criterion (lexical material should be structured around specific topics).

The functions of the teacher in the process of forming lexical competence include presentation (explanation) of a new lexical unit in order to identify its meaning, organization of students to do exercises on the recognition and identification of lexical units, encouraging of students to use learned lexical units in communication, selection of methods and lexical material according to the needs of students.

Sematization of lexical units is one of the most important means of formation of students' lexical competence. Modern methodology distinguishes between translatable and untranslatable ways of semantization.

Let's proceed with the example of untranslatable ways of semantization while introducing lexis to students of tourism and service.

Exercise 1.

Match the terms with their definitions. The first one has been done for you.

1. a tourist	a) a person residing in a country who travels within it outside his home for a period not exceeding 12 months
2. an international visitor	b) a person whose stay in other country exceeds 24 hours and who travels for leisure, business, family or work assignments
3. a traveller	c) a person on holiday visiting a different place away from his home
4. an international tourist	d) a visitor whose stay does not exceed 24 hours
5. excursionist	e) a person visiting another country for a period not exceeding 12 months
6. a domestic visitor	f) a person travelling for a longer period than a tourist who wants to learn more about different culture

Some interactive methods of forming lexical competence include educational games (role-playing games, imitations, business games and educational games, online games.

To sum up, developing lexical competence is an important constituent of forming communicative competence of students of tourism and service. Complex step-by-step implementation of strategies, methods and communicative and cognitive tasks increases the activity of students in class, improves the skills of foreign language communication providing the success of the English language learning process.

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