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**VOCABULARY LEARNING STRATEGIES OF SECONDARY
SCHOOL PUPILS**
Bachelor's Thesis

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ЗМІСТ

| | |
|---|----|
| ВСТУП..... | 5 |
| РОЗДІЛ 1. Теоретичні аспекти формування словникового запасу в учнів загальноосвітніх шкіл..... | 6 |
| 1.1. Вивчення словникового запасу в загальноосвітній школі..... | 6 |
| 1.2. Вивчення словотворення в лексиці..... | 11 |
| РОЗДІЛ 2. Методи формування словникового запасу в загальноосвітній школі..... | 17 |
| 2.1 Методологія..... | 17 |
| 2.1.1 Планування дослідження..... | 17 |
| 2.1.2 Учасники..... | 18 |
| 2.1.3 Дослідницькі інструменти..... | 18 |
| 2.1.4 Процедури дослідження..... | 22 |
| 2.1.5 Методи аналізу даних..... | 22 |
| 2.2 Результати..... | 25 |
| 2.3 Обговорення та інтерпретація результатів дослідження..... | 27 |
| РОЗДІЛ 3. Найефективніші стратегії вивчення словникового запасу..... | 27 |
| ВИСНОВКИ..... | 41 |
| СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ..... | 43 |
| РЕЗЮМЕ..... | 48 |

CONTENT

| | |
|---|----|
| INTRODUCTION | 5 |
| PART 1. Theoretical aspects of vocabulary formation of secondary school pupils..... | 6 |
| 1.1 Vocabulary learning in secondary school | 6 |
| 1.2 The study of word formation in vocabulary..... | 11 |
| PART 2. Methods of forming vocabulary in secondary school | 17 |
| 2.1 Methodology | 17 |
| 2.1.1 Planning the study..... | 17 |
| 2.1.2 Participants..... | 18 |
| 2.1.3 Research instrument..... | 18 |
| 2.1.4 Procedures of the research | 22 |
| 2.1.5 Data analysis methods..... | 22 |
| 2.2 Findings..... | 25 |
| 2.3 Discussion and interpretation of the results of the research..... | 27 |
| PART 3. The most effective vocabulary learning strategies | 27 |
| CONCLUSIONS | 41 |
| REFERENCES | 43 |
| SUMMARY IN UKRAINIAN..... | 48 |

INTRODUCTION

Actuality: Vocabulary training is one of the most important aspects in teaching English. Successful mastery of lexical materials is one of the most important conditions for language acquisition. At the same time, there are great difficulties in accumulating lexical material. One of the reasons for this is the infinity of language and its vocabulary. To achieve fairly rapid results, it is necessary to limit the amount of lexical material being studied to carefully choose promising areas of language acquisition. This can be the vocabulary of everyday communication, the topics and content of which are sufficiently reflected in textbooks, as well as in numerous phrasebooks and manuals in English.

Vocabulary is the verbal material that students must learn to operate easily and quickly in the process of communicating in English, because of this mastery of it – a necessary prerequisite for the use of language as a means of communication. The main purpose of learning vocabulary is to create the necessary prerequisites for the formation of language activities.

The formation of lexical skills is constantly in the field of view of the teacher. Its task is to achieve full mastery of the lexical minimum by students, to fix in their memory the vocabulary at the middle stage of learning.

Lexical knowledge provides successful mastery of the basics of all types of speech activity. Lexical knowledge means not only a set of linguistic information about a foreign word, but also knowledge of programs of action with the word, i.e., certain strategies for dealing with a foreign word.

The **object** of the paper is vocabulary learning strategies.

The **subject-matter** of the present study is vocabulary learning strategies of secondary school pupils.

The **aim** of this work is the analysis of vocabulary learning strategies of secondary school pupils.

The aim of this study is achieved by the following **tasks**:

- 1) To reveal the theoretical aspects of vocabulary formation of secondary school pupils in the English lessons.
- 2) To determine the methods of forming vocabulary in secondary school.
- 3) To characterize the most effective vocabulary learning strategies.

Outline of the **methods used** in the research: Systematization and classification method; descriptive and analytical methods.

Brief outline of the **research paper structure**. It consists of the following sections: introduction, three chapters, conclusions, references, and summary in Ukrainian.

PART 1
THEORETICAL ASPECTS OF VOCABULARY FORMATION OF
SECONDARY SCHOOL PUPILS

1.1 Vocabulary learning in secondary school

Vocabulary is a collection of words in a language, its vocabulary. This term is used both in relation to individual layers of the vocabulary, and to refer to all words used by any writer or in any one work. The purpose of teaching vocabulary is the formation of lexical skills, the ability to combine a word according to lexical rules.

The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will help students mastering English and its four major skills which cover listening, speaking, reading, and writing. The formation and expansion of an active vocabulary is one of the most important problems in methodology. Its volume regulates the repetition of words in educational texts, their active use in the process of intercultural communication. To make pupils master the vocabulary of the language they are studying is the main goal of a foreign language teacher. In order for pupils to have a desire to learn new lexemes, expand their vocabulary, work with a vocabulary, we need to maintain interest in different ways (Nikolaeva, & Lenvit, 2003, p. 69).

The task of the teacher is to choose the most effective way of presentation in accordance with the level of education, the level of knowledge of the pupils, the qualitative characteristics of the word and its belonging to the active and passive minimum.

Lexicon refers to the entire set of words of a language, its vocabulary. The section of linguistics that studies vocabulary is called lexicology. There are distinctions between historical lexicology, which studies the formation of the vocabulary in its development, and descriptive lexicology, which deals with the meaning of a word, semantics, volume, structure of the vocabulary, etc. considering various types of word relationships in a single lexico-semantic system. Words in it can be related by the similarity or opposition of meanings (compare, for example, synonyms and antonyms), by the commonality of the functions performed (compare, for example, groups of colloquial and book words), by the similarity of origin or closeness of stylistic properties, as well as belonging to one part of speech and etc. This kind of relationship of words in different groups, united by a commonality of features, are called paradigmatic and are basic in determining the properties of the system (Gordeeva, 2012, p. 51).

A kind of systemic connections is the degree of lexical compatibility of words with each other, otherwise the relations are syntagmatic (Greek syntagma – something connected), which often affect the development of new paradigms.

Vocabulary as a language element links the four language skills including listening, speaking, reading, and writing in learning a foreign language.

Further, Hornby defined vocabulary in three senses (Batsevich, 2004, p. 344)

- a) the total number of the words which make up a language;
- b) all the words known to a person or used in a particular book, subject, etc;
- c) a list of words with their meaning.

However, emphasizes the significance of vocabulary to communication by asserting that, in fact, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. In this sense, vocabulary is regarded as a factor that gives big influence to the people's communication.

In 1980, Paul Meara characterized vocabulary learning as a “neglected aspect of language learning”

Today, the studies being carried out on vocabulary acquisition are extensive and there are constantly new approaches evolving on how to improve and maximize students' learning abilities. “The English language is estimated to have anywhere from 100,000 to one million words, depending on how words are counted” but in order to communicate in a language effectively the learner only has to master 20,000 words (Antonova, 2001, p. 43).

For example, for a long time the word state in its meaning was associated only with the word state as “the political organization of society headed by the government or its bodies.” Being a relative adjective in meaning, it was combined with a certain range of words such as: system, border, institution, employee, etc. Then syntagmatic relations are expanded: it began to be used in combination with the words thinking, mind, man, action, deed, etc., while acquiring the qualitative and evaluative meaning “capable of thinking and acting broadly, wisely”. This, in turn, created the conditions for the emergence of new paradigmatic connections, which also influenced the development of new grammatical meanings and forms: since a word in certain cases performs the functions of qualitative adjectives, it became possible from it to form abstract nouns – statehood, qualitative adverbs – state, antonyms – non-state, anti-state, etc. (Venig, 2000, p. 18)

Consequently, both types of systemic relations are closely related to each other and form as a whole a complex lexico-semantic system, which is part of the general language system

The types of correspondence between the lexical meanings of words in the native language and the lexical meaning of similar words in a foreign language are divided into the following types:

- 1) complete coincidence of values in both languages. The number of such units is limited;
- 2) partial coincidence of values;
- 3) no coincidence of values (Zimniaia, 2011, p. 7).

Vocabulary is divided into active and passive. The difference between them is that active vocabulary involves the use of a word in all types of productive speech activity, namely, when speaking and writing. Whereas passive vocabulary is aimed at recognizing words when reading or listening. Therefore, the student, knowing any foreign word, can

- choose the most appropriate value from all available for the given word;
- correctly connect lexical units to build a statement;
- express thought, opinion using lexical means.

In the process of using words in communication, a lexical skill is formed – the ability to perform a set of actions, such as remembering a word and taking into account its compatibility with other words (Igdyrova, 2015, p. 31).

Lexical skill – the choice of a lexical unit is adequate to the speaker's intention. The peculiarities of vocabulary assimilation include the connection of lexical material with the content of communication. Also: an inexhaustible supply of vocabulary, difficulties associated with the internal form of a word, sound, graphic, with the meaning of the word, with the nature of compatibility with other words, with the use. Also: continuous accumulation of vocabulary, limited topics, insufficient number of lessons. In the methodological literature, a number of issues related to the work on vocabulary have been covered.

However, there are problems in the formation of the lexical skills required for speaking. There is no proper variation in vocabulary, and therefore their speech in linguistic terms is very often poor.

When working on vocabulary, three main stages are traditionally distinguished:

- 1) familiarization;
- 2) primary consolidation;
- 3) development of the ability to use skills in various types of speech activity (Arkhipova, 2006, 26).

The first two stages are often combined into one – vocabulary presentation. The presentation stage plays an important role in vocabulary learning. All subsequent work on vocabulary depends on the effectiveness and purposefulness of this stage.

The variety of different techniques of semantization and primary reinforcement allows to choose a technique that matches the goals and objectives of this lesson, the teacher's capabilities and vary them from lesson to lesson. The mastery of various types of speech activity in English by younger pupils is a process of gradual and systematic formation of speech skills and abilities.

In English lessons, pupils develop the ability to use lexical skills in various types of speech activity: listening, speaking, reading and writing. However, working with new vocabulary does not end in one lesson. It continues in all subsequent lessons. Pupils will encounter the same words many times as they read the texts and do the home exercises. The teacher himself needs to know well how the pupils mastered the new vocabulary, which lexical units should still be repeated until their solid assimilation is achieved (i.e., how they have formed practical lexical skills). But one should not think that a whole lesson is devoted to this work. In one lesson, in accordance with the recommendations of the authors of the textbooks, work is carried out both on the formation of skills and on the development of skills (Avtomonov, (2008), p. 33).

Until recently, linguists were primarily interested in the formal side of the language, first of all morphology and phonetics, then syntax. As for the vocabulary, here too the main attention was paid only to word formation. In the modern methodology, work on vocabulary is rightfully considered in the light of the tasks of developing speech skills. Quite a lot of attention is paid to the formation of lexical skills. The role of vocabulary in the process of learning a foreign language is great – it is the vocabulary that conveys the immediate subject of thought; therefore, it penetrates into all spheres of life, thereby helping to reflect not only real reality, but also imaginary ones.

It is impossible to create a solid language base among schoolchildren without mastering the lexical material. The ability to carry out automatically, relatively independently, a series of actions and operations associated with recalling a word from long-term memory, correlating it with other lexical units, is called a lexical skill (Nikolaeva, & Lenvit, 2003, p. 70).

Therefore, the goal of teaching the lexical side of speech is the formation of productive (which determines the development of speaking and writing skills) and receptive (as a condition for the implementation of receptive types of activity: reading and listening) lexical skills. A lexical skill is a synthesized action of choosing a lexical unit that is adequate to the concept and its correct combination with others, performed in skill parameters and ensuring the situational use of this lexical unit in speech (Galskova, 2006, p. 102).

The work on the accumulation of vocabulary accompanies the entire learning process. In almost every lesson, the teacher introduces children to a new portion of words and carries out work on its assimilation. Work on vocabulary should ensure the creation of vocabulary and the prevention of forgetting it, as well as the use of vocabulary in speech adequate to the purpose of communication.

Lexical skill takes an important place in the system of teaching a foreign language, as it reflects the relationship between classes of words and summarizes the information received. Moreover, the vocabulary individualizes the statement, gives it a specific meaning. Pupils should have an excessive amount of vocabulary, allowing them to choose the most appropriate word, phrase or speech cliché based on their attitude and speech needs.

Success in mastering a word depends on the pupil's ability to perform the following actions (Dolina, 2011, p. 185):

- to observe, compare, analyse a linguistic phenomenon;
- guess from the context or word-building elements about the meaning of an unfamiliar lexical unit; – work with various dictionaries;
- maintain an educational dictionary, choosing a convenient form of entry; – use supports and mnemonic methods of memorizing words (gestures, conventional signs, rhymes, unusual illustrations).

The work on vocabulary is based on certain patterns, principles, the observance of which is a necessary condition for the effectiveness of the learning process. These include:

- didactic principles: visibility, activity, strength, consistency, conscientiousness, scientific approach, taking into account age characteristics;
- proper methodological principles – communicative orientation of training, situational awareness, collective interaction, life orientation of training, correspondence of tasks of speech-thinking activity, philologization of training;
- particular methodological principles – the phased formation of a skill, the adequacy of exercises to the actions being formed, the interaction of exercises on the formation of the lexical, grammatical, phonetic aspects of speech, taking into account the interaction of oral and speech forms of working out vocabulary with the development of reading and writing techniques, interaction of all types of speech activity (Artemchuk, 2004, p. 90).

A lexical skill as a complexly structured action includes several operations, the main of which are:

- the operation of calling a word – translation of lexical units from long-term memory into an operative one adequately to a speech task in a given situation;
- the operation of combining words – an instant combination of a given lexical unit with the previous and (or) subsequent one is adequate to the concept and norms of the language.

Summarizing the above, it should be noted that vocabulary is an extremely important aspect of the language, and the ability to communicate in a foreign language depends on the level of formation of lexical skills and abilities. Learning vocabulary is a huge and time-consuming task, and the correct application of the principles of teaching it guarantees a positive result.

1.2 The study of word formation in vocabulary

The stages of skill formation are called “periods of time that differ from each other in their tasks and methods of learning” (Andrushchenko, 2004, p. 5). All stages of the formation of lexical skills are a single whole, and the isolation of the stages is determined methodically to concretize each of the stages. The effectiveness of the formation of lexical skills is directly due to the effectiveness of the formation of expanding associative links of words. In contrast to grammatical skills, the staging of the formation of lexical skills is not so clear and definite.

A. Shchukin defines the following stages of the formation of lexical skills (De Angelis, 2001, p. 44):

- word perception (creation of a sound image);
- awareness of the meaning of the word;
- imitation of a word (in isolation or in a sentence);
- a designation aimed at an independent name for objects defined by a word;
- combining (using words in different phrases);
- the use of words in different contexts.

At the same time, pupils’ actions become more complicated: perception of the word in context; explanation of the meaning of the word; imitative use of a word in a phrase; independent use of the word in a limited context to denote an object; combining (using a word in combination with other words); the use of the word (Alexandrova, 2002, p. 7).

Acquaintance and training can be limited to work on a certain lexical material, but the creation of dynamic lexical connections (“going into speech”) is organized in some kind of speech activity. The formation of any skills, including lexical ones, takes place in three main stages: familiarization, training and practice. The first stage, introductory, involves the introduction and semantisation of new lexical units. Semantisation of vocabulary is understood as “disclosure of the meaning of lexical units, the most important educational action at the stage of vocabulary introduction” (Galskova, 2004, p. 28).

Scientists addressed the issues related to acquainting pupils with new vocabulary in their works: I. Beam, N. Galskova, B. Korndorf, R. Minyar - Beloruchev, E. Solovova and others. There are two main types of semantization – direct and translation methods of semantization – each of which has its own characteristics, advantages and disadvantages.

The choice of the method of semantization is determined by the qualitative characteristics of the word, the belonging of the word to an active or passive minimum, the stage of learning and the level of knowledge of the pupils and the place of the event. Non-water methods of semantization include: the use of visualization (pictures, drawings, objects, gestures, actions, etc.); disclosure of the meaning of a word in a foreign language using a definition; disclosure of the meaning of a word in a foreign language by means of enumeration; semantisation using synonyms or antonyms; definition of a word based on contextual guess, knowledge of facts; semantisation using well-known word formation methods (Vashchenko, 2005, p. 19). The teacher should not abuse the use of translation when revealing the meanings of new words. This reduces interest and motivation. The feeling of joy from learning a foreign language is lost. However, one should not completely forget about the application of the translation and use it within reasonable limits. The listed methods and techniques of semantization have their pros and cons.

Advantages: economical in terms of time; are universal in application. Disadvantage: Increases the potential for interlingual interference.

Lexical knowledge ensures successful mastering of the basics of all types of speech activity. Lexical knowledge is understood not only as a set of linguistic information about a foreign language word, but also knowledge of programs of action with a word, certain strategies for handling a foreign word. Mastering oral speech (listening and speaking) and reading “is impossible without speech skills” (Gusinskii, 2012, p. 56).

Lexical skills are of particular importance in this process. A skill is an action, with a linguistic phenomenon brought to automatism, as a result of exercises. The leading role is assigned to the lexical component in the structure of the content of teaching a foreign language as a whole (Gin, 2007, p. 17). In the methodological literature, lexical skill is defined as an automated action to select a lexical unit adequately to the concept and its correct combination with other units in productive speech and automated perception and association with meaning in receptive speech (Avtomonov, 2008, p. 9). As can be seen from the above definition, the lexical skills of productive types of speech activity (speaking and writing) are „synthetic-combinatorial in nature”, and the lexical skills of receptive types of speech activity (listening and reading) are „analytic-synthetic”. An analysis of the lexical skills of different types of speech activity shows that they have a certain hierarchical structure. In these structural formations, general, different and specific operations can be distinguished, which form the basis of lexical skills.

The set of such operations depends on the type of lexical skills, on the type of speech activity, where they function as semantic components. Lexical skills are strong and stable if the work on them is carried out in interconnection and in the system (Avramenko, 2002, p. 8). The strength and stability of lexical skills are influenced not only by the nature of the interaction of skills with each other, but also by the nature of the interaction of lexical skills with others (phonetic and grammatical). The set of lexical operations in the structure of each type of lexical skills should be supplemented by one more type of operations. These intellectual operations are called “mental actions.” Such operations are performed without relying on any external means. They are performed in the mind, mentally (Zubko, 2003, 12).

Intellectual actions, with the help of which knowledge about a foreign language word is acquired, contribute to the mental development of pupils. On their basis, in addition, there is an accumulation of a certain fund of mental actions and techniques, which are so important at the stage of conceptualization (Kargina, 2006, p. 43).

The conceptualization phase is the beginning of the word. Here, the primary (sensory) information about the foreign language word is accumulated. Many methodologists and practicing teachers underestimate the importance of this type of information for the successful formation of the lexical foundations of different types and forms of speech. Good knowledge of the units of the school lexical minimum and the ability to use them ensure the formation and formulation of thoughts in a foreign language. On the basis of this, a complex of communication tasks is solved, aimed at achieving various pragmatic results. The formation of productive vocabulary skills is a creative stage.

Here such a quality of lexical skills as lexical creativity is developed – the ability of pupils to linguistic (lexical) and speech creativity (Klepikova, 2013, p. 76):

- skillful and conscious use of all paradigmatic and syntagmatic word connections;
- creation of new words based on known elements;
- determination of the next closest meanings in the structure of a polysemantic word;
- the ability to distinguish in the structure of the meaning of a foreign language word senses with a cultural component;
- the ability to fill in lexical gaps in different ways (re-asking, searching for a word in the dictionary, its linguistic analysis);
- the ability to express the same idea by different lexical means.

Lexical creativity gives pupils’ utterances originality and independence. In such an utterance there are always elements of novelty in the presentation of thought, elements of speech

creativity in the construction of the utterance itself and in the use of lexical and other language means. The described stage in the formation of lexical skills gives them such a quality as autonomy.

It is expressed (Clarin, 2005, p. 43):

- in the inclusion of lexical units of the school minimum in different types and forms of speech;
- in the ability of pupils to use the word as a means of influencing the speech partner;
- in the ability of pupils to independently expand their vocabulary;
- in the ability to distinguish in the structure of a word elements (semes) associated with the culture of the people speaking the given language;
- in the transfer of lexical material from one situation to another. The formation of lexical skills is associated not only with the creative use of the learned, but also with the transfer of material to other conditions of functioning (Clarin, 2005, p. 90).

For the formation of lexical skills, it is necessary to form the following educational actions:

- word semantisation;
- capturing the sound and graphic form of the word;
- introduction of a word into long-term memory:
 - by association;
 - by the semantic grouping of vocabulary (synonyms, antonyms, similar in meaning of the word);
 - on a thematic basis;
- quick recall of a word from long-term memory by revising the vocabulary on the topic (for example, food, travel, what may be white);
- the use of a word in word combinations (depending on the context);
- substitution of a word that is necessary, but unknown to the child, with a close one in meaning (Klepikova, 2013, p. 12).

Work with vocabulary takes place at each lesson. Pupils often come across the same words while reading texts and doing homework. The teacher needs to know for sure how the pupils mastered the new vocabulary, which lexical units should still be repeated until their absolute mastery is achieved.

G. Rogova divides the content of teaching the lexical aspect of speech into three components (Telitsin, 2002, p. 5).

- 1) Linguistic – a set of vocabulary necessary for solving communication problems at a certain stage of training. The vocabulary set is the lexical minimum on the topic of the lesson, i.e. the volume, which is an obligatory component in terms of the possibilities of using the language as a means of communication. The content of this component includes the paradigmatic (combination of a lexical unit with words of one group) and syntagmatic (combination with words of different groups at the level of a phrase or sentence) aspects of the use of the word. It also includes the ability to get out of a communication situation with a shortage of language means, i.e. replacement of an unknown but necessary word with synonyms and paraphrase.
- 2) Methodological – includes methods of memorizing and systematizing new material. This component allows the language learner to work on vocabulary independently. It is also associated with mastering teaching techniques.
- 3) Psychological – due to the formation of lexical skills. It enables the student to use the skills to solve communication problems.

There are four principles of vocabulary learning (Usmanova, 2003, p. 9):

- 1) 1.the principle of language minimization;
- 2) the principle of a differentiated approach depending on the purpose of vocabulary acquisition;
- 3) the principle of interconnected teaching of vocabulary and types of speech activity;
- 4) the principle of consciousness, including reflection.

There are essential principles (Shevtsova, 2008, p. 17):

- 1) the principle of clarity;
- 2) the principle of taking into account the native language;
- 3) the principle of concentricism;
- 4) the principle of phasing in the formation of lexical skills and abilities;
- 5) the principle of interdisciplinary coordination;
- 6) the principle of professional orientation of training.

Thus, for more effective vocabulary teaching, a combination of didactic (consciousness, clarity, interdisciplinary coordination), linguistic (language minimization, concentricism), psychological (phased formation of lexical skills and abilities) and methodological (taking into account the native language, interrelated learning speech activity, a differentiated approach

depending on the goal of vocabulary acquisition, professional orientation) principles that are inextricably linked with each other (Cook, 2001, p. 42).

This is a special cognitive ability of pupils that is universal in nature. With the growth of cognitive capabilities, an increase in the intellectual level of development of pupils, favorable conditions are created for improving speech skills and abilities, including lexical ones. Along with the process of developing lexical skills of a productive and receptive nature, lexical competence is being formed – the ability of pupils to determine the contextual meaning of a word, compare its volume in two languages, and identify in it a specific national characteristic of the culture of a people who speaks a given language.

PART 2

METHODS OF FORMING VOCABULARY IN SECONDARY SCHOOL

2.1 Methodology

2.1.1 Planning the study

Formation of lexical skills in students can be effective if there is a deliberately developed set of tasks. The main idea of the experimental work is the approbation of the set of tasks developed by us, aimed at the formation of lexical skills using game modelling (Smolina, 2010, p. 41).

According to the goal and the hypothesis put forward, we have established the following research objectives:

- to establish the level of formation of lexical skills;
- to develop exercises based on multimedia programs to improve lexical skills;
- to analyse and summarize the results of the experimental work, formulate conclusions.

The topic which the class was covering during my practice lessons was “Journey”. During my lessons, I wanted for my students to realize that traveling is a unique opportunity to see the world, enjoy its beauty and uniqueness, and fulfil mind and body with the new energy to accomplish all things desired. This topic is also extremely helpful in affirmation and development of the vocabulary with the help of multimedia. In particular, the topic encourages international communication and free expression of one’s thoughts using the grammatical patterns which is the most prevalent on our planet internationally.

My decision was to study students to used correct grammatical models in the speech. To achieve my purpose, I came up with an idea to offer a project which will give enough autonomy to every student and will make their learning flourish with excitement and interest. Although task-based learning is rather unusual than the everyday method of teaching English in the whole scope of teaching practices, I was assured that time should be devoted on a regular basis to this type of teaching. It allows pupils to immerse into a specific topic and cover all the necessary grammatical rules for the completion of the task given by the instructor.

At the beginning of the first lesson I asked pupils what continents they know. I brought the map of the world with me and I received many answers. Children felt engaged because I gave them the opportunity to express themselves using given grammatical patterns. This communication allowed them to realize their wish to travel to other countries and use correct grammatical forms.

The topic of the lesson implied acquaintance of children with the foreign explorers of the world. I prepared a small presentation about the most famous travellers who opened new territories of the world in the past (using past tense forms). Among them, there was Vasco da Gama (1469 – 1524), who is a Portuguese explorer and seaman who managed to sail to India around Africa, Marco Polo (1254-1324), a famous merchant and traveller from Venice, National Hero of Italy, Christopher Columbus (1451 – 1506), a Genoese navigator in the service of the Spanish Crown, the discoverer of America, also the National Hero of Spain.

After looking at some of the famous explorers whose great input in the discovery of the world is undoubtable, I asked pupils whose input is the greatest. Although all of them said that every explorer's discovery is valuable, all of them knew the name of Christopher Columbus and considered him the greatest explorer of all. To them, the popularity of his exploration was crucial in the decision to choose him as the best explorer of the world.

By the end of my first lesson, I gave the assignment to the class. It took about 10 minutes of my lesson. I wanted the class to think about the modern Ukrainian travelers and explorers of the overseas. All of them knew the popular TV hosts from an extremely popular TV travel series "Oryol i Reshka" (translated literally as "Heads and Tails"). Some children also watched or have seen another Ukrainian travel program "World Inside Out", where a well-known Ukrainian wanderer Dmytro Komarov presents a different side of the visited countries, more mysterious, traditional, sometimes strange and intimidating. Unfortunately, pupils either did not know anything about other Ukrainian travelers and explorers or knew very little about them.

2.1.2 Participants

Here, in this section we also described the general context (learners, their age and level of English).

The participants were pupils of the 7th grade. It is the best grades to make such research. They are aware of multimedia devices and they know how to use them. They can evaluate personal interest of using multimedia in learning vocabulary. There are 18 pupils in the class.

2.1.3 Research instruments

We used different types of exercises to form skills.

Usage – mastering the norms of use. Use of language in artificial situations (in training exercises) in order to repeat structures and models. In this case, students demonstrate their knowledge of the language.

Use – use of the language in real conditions, for the purpose of genuine speech communication / interaction.

Drill – training. The use of training exercises for the assimilation and consolidation of linguistic material by repeating, changing or transforming selected and practiced models.

Meaningful drill – training exercises that have semantic significance for the trainees. Such exercises involve frequent repetition of the developed models, structures, but not unconscious, but taking into account the semantic significance, with a sufficiently high degree of motivation of the trainees. An important feature of such a workout is the ability to choose, although limited to certain limits.

Controlled exercises – training exercises with a rigid installation, given by the execution mechanism. Exercises of this type usually assume one correct answer and are aimed at developing grammatical skills, bringing them to automaticity.

Guided exercises – training exercises of a conditionally communicative nature. Exercises where, in addition to installation, tips and explanations are given on how to perform this exercise. In these tips, emphasis can be placed both on grammatical rules and on compositional skills in formulating a statement, etc.

Stages of working with material (Pocheptsov, 2001, p. 32):

1st stage – introduction of new material

2nd stage – training and automation of new material

3rd stage – the use of vocabulary material in various types of speech activity.

The implicit approach was carried out by two methods: structural and communicative. The structural method is based on exercises to refine structural models. This method assumes approximately the following sequence of actions (Padalko, 2007, p. 32):

- 1) listening to speech samples with a grammatical structure in one sequence or another;
- 2) choral and individual pronunciation of samples for the teacher or speaker;
- 3) question-answer exercises with the teacher and in pairs using the practiced structures;
- 4) educational dialogue with several vocabulary structures;

In the communicative method, we used the following techniques (Passov, 2011, p.78).

- 1) A preliminary listening of the material to be assimilated in a specific speech situation. So, we reproduced the text where grammatical units are united by the storyline (first acquaintance, resettlement, etc.);
- 2) imitation of speech in the presence of a speech task, which eliminates a purely mechanical, thoughtless repetition. Here students can ask to pronounce phrases in chorus and individually with a certain feeling, addressing different people in different situations. Often this is accompanied by facial expressions, gestures, movements, rhymes, pronounces to music, etc.;
- 3) a grouping of phrases similar in meaning (form), the simultaneous development of similar vocabulary phrases, creating a structural image of a speech situation;
- 4) a variety of circumstances of automation the same vocabulary structures will be found in a variety of situations;
- 5) actions by analogy in similar situations of communication using vocabulary patterns (at customs, in a hotel, etc.);

The explicit approach was carried out by two methods: inductive and deductive (Passov, 2008, p. 89).

The deductive method is from general to particular.

- 1) the rule was formulated using specific grammatical terms;
- 2) students found the given grammatical phenomenon or structure in sentences or in the text, called its form, explained in what meaning it is used in this context;
- 3) wildcard exercises were performed by analogy with the sample;
- 4) then there was a transition to transformation exercises in accordance with the rule (open the brackets, put the verb in the desired form, rephrase the sentence using the specified word, find the errors and correct them);
- 5) students also translated exercises from Ukrainian into English.

The inductive method – from the particular – to the general. Students themselves formulated the rule, trying through context to comprehend a new grammatical phenomenon, determine its form and find out the patterns of its use (Nikolaeva, & Badayants, 2001, p. 76)

- 1) a text or a set of sentences was given, where a new grammatical phenomenon is often encountered, including in contrast with well-known grammatical phenomena, forms, structures. In this case, we used various hints in the text, for example, underlining or highlighting in various colors the features of the form, the selection of such sentences, where

the context for using this structure is so unambiguous, understandable and transparent that students can easily draw a rule;

- 2) the wording of the rule of education by students, the use of grammatical structure, corrected by the teacher;
- 3) performing substitution exercises;
- 4) performing transformation exercises;
- 5) translation exercises.

The simulation was carried out by ear or on the basis of multimedia support. We compiled multimedia lookup tables on a specific topic: this enhances speech capabilities (Pidkasistii, 2008, p. 78).

In the course of the experimental work, we developed exercises in an entertaining form and aimed at improving the lexical knowledge of students in the English language. Lexical games and exercises are varied in type and content.

- 1) "Find a pair."
- 2) "Snake".
- 3) "Describe the picture."
- 4) "Who's Who."
- 5) Rebus.
- 6) Mini composition.
- 7) Crossword.
- 8) Make suggestions on the table.
- 9) Fill in the blanks.

This set of lexical exercises is recommended to be used when studying English using the "Spotlight 5" textbook in the classroom, for homework, and also used as additional material in vocabulary work, and in additional classes (circles) at school

Read and draw a room based on the story It's my bedroom. It is not very big, but it's beautiful. Walls are orange. Floor is brown. There is a red carpet on the floor. I have got a desk, a coffee table, a bed, a wardrobe, an armchair and two chairs in my room. My bed is in front the wardrobe. There is a big bookcase next to the wardrobe. There is a coffee table next to the bed. There is a red lamp on the coffee table. The desk is next to the window. There is a computer on the desk. My brown armchair is next to the desk. My cat likes to sleep on it. There are two pictures on the wall. Can you draw my room?

2.1.4 Procedures of the research

The first lesson was quite interesting. Students answered questions from the book and discussed how the students themselves behave in a difficult situation.

The second lesson was devoted to what kind of advice the students gave to close or stranger, if he or she was in a difficult situation, compiled a list of rules on behavior using I should / will.

In the third lesson, control work was carried out to consolidate this topic "I don't belong" ("Racial discrimination"). Children were given assignments with one option. Upon completion, test papers were collected and verified. According to the results of the control work, students showed the following results: 7 students received a rating of 5 (excellent), 9 students received a rating of 4, and 3 students received a rating of 3.

2.1.5 Data analysis methods

The essence of the learning a vocabulary - in the dialectic of cognition, in the movement from reproductive to productive, which can be represented by a three-step model:

1. Presentation by the teacher and the student's perception of the recognizable object.
2. Appropriation by the student of the given object through creation by the teacher of problem situations on the basis of problem tasks.
3. Joint creativity of student and teacher in creating new objects of knowledge.

Project method One of the methods of problem-based learning is the project method, widely used abroad. In domestic pedagogy, the greatest role in the development of its theoretical and practical provisions belongs to ES Floor. The project method is a complex method of teaching that allows you to build the learning process based on the interests of students. It gives students the opportunity to be independent in the organization, planning and control of their own educational and cognitive activities. The result of this activity is the creation of a "tangible" product, object or phenomenon. The method is focused on independent activities of students (individual, pair or group), performed over a period of time.

There are seven main stages of work on the project (Padalko, 2007, p. 32):

- 1) Organizational stage;
- 2) Stage of selection and discussion of the idea, goals and objectives of the project;
- 3) Stage of discussion of methodical aspects and organization of students' work;
- 4) Staging stage. Selection of subtasks for groups of students, selection of material;

- 5) Stage of direct work on the project;
- 6) Stage of summarizing and registration of results;
- 7) Project presentation.

Project learning not only allows to increase the motivation of students, but, together with the sociolinguistic approach to learning foreign languages, allows to form communicative, linguistic and methodological competencies of students. English teachers are happy to use this method, as it not only opens the freedom for the teacher, but also for goals and objectives is closely related to the communicative approach, in which the concepts of "activity" and "activity" are basic

That is, we can talk about the project only when students have moved from the passive level to the level of "creators of their own learning." Forms of organization of independent activity of students are defined proceeding from features of subjects, the purposes of joint activity. It is important that the idea of the project meets the interests of all participants, because the success of project activities depends on the organization of work within the group and a clear division of responsibilities. The project method is closely related to the use of computer technology, including e-mail, Web-quests and network social services of the Internet Web 2.0, which, of course, also increases students' interest in learning the language

According to the state standard, the formation of communicative competence is inextricably linked with socio-cultural and regional knowledge, and also help to increase the motivational background of students in learning a foreign language. The local lore aspect is necessary for the fixation of local lore information in units of language, for the enrichment of the subject-content plan. Its thorough selection and frequent use is one of the reserves to increase its activity. The content of local lore texts should have a certain novelty, significance for students. In this regard, useful texts that contain information on geography and history, information about educational institutions, about children's and youth organizations, about the state system of the country under study or about the peculiarities of etiquette, language behavior within it. All this is designed to cause students the need for further independent acquaintance with local lore materials. Local lore material serves as a support for increasing motivation, as it includes two aspects: language learning and the formation of knowledge about the country of the studied language. An important and socio-cultural component of learning a foreign language (Smolina, 2010, p. 41)..

Culture plays an important role in shaping a person's personality. Since culture in generalized form is not only and not so much information about the country, as background knowledge about native speakers, their nonverbal behavior in acts of communication, the necessary basis on which students would gain knowledge about the traditions of the country, get acquainted with achievements national culture within world culture. The socio-cultural component

allows in some sense to engage in the dialogue of cultures, which really helps to increase motivation to learn a foreign language.

Work with song material

Musical works of various genres are an integral part of the educational process and have a positive effect on motivation to learn a foreign language. Vocabulary, grammatical structures, and phonetics are well mastered and practiced on the basis of songs in a foreign language. (close relationship with the development of the articulatory apparatus). Properly selected songs for the lesson can serve as a source of valuable country and socio-cultural information. In addition, the songs contribute to the aesthetic education of students, the disclosure of their creative potential, the cohesion of the team; are the basis of speech activity of schoolchildren. When selecting song material, as a rule, it is recommended to adhere to the following criteria:

Authenticity. The value of an authentic song is that it is a product of artistic musical and poetic creativity of the people and reflects the originality of the culture of its creators, their inner world, ideals, aesthetic needs, their moral face, worldview; it helps students get closer to understanding the mentality of native speakers, to penetrate into a new national culture.

Positive emotional impact. The teacher must remember that a piece of music promotes the development of emotional and cognitive spheres of students. The value orientations laid down in the songs should contribute to the formation of a positive attitude of the student to the world as a whole, to society, to himself.

Methodological value. It is important that the musical material serves as a basis for the formation and improvement of knowledge, skills and abilities in accordance with the foreign language curriculum. Lyrics should correspond to the age characteristics of students, the theme of classes; contain, along with those already studied, new lexical units.

General musical criteria are significant in terms of students' perception of musical material. The clarity of rhyme and rhythm, the simplicity of losses, melodious and "comfortable" (not very high, not very low in tone) nature of the vocal part - the absence of at least one of these components can prevent the effective mastery of song material.

When working with song material it is necessary to follow three stages of work (Padalko, 2007, p. 33):

- Before listening;
- Listening to a song;
- After listening.

At the first, preparatory stage (Before-listening) it is necessary to create motivation to listen to the song. The teacher focuses on the future topic, organizes a face-to-face conversation

on the topic or says a few words about the song and its performer. At the same stage, the teacher gives the setting for listening, explains the tasks that the student will have to perform while listening to the song.

The second stage (While-listening tasks) is listening to the song and performing tasks. In this case, the processes of perception of the speech message and its understanding must merge with each other.

The third stage (After-listening tasks) is communicative. Here you should perform various language exercises that stimulate independent expression of students on the listened song with the use of new lexical units.

Thus, working with song material in order to form knowledge, skills and abilities should take into account the tasks and specifics of each stage of their formation

2.2 Findings

The tests carried out showed that the level of proficiency in this material is not high. So, not a single person from the experimental group coped with the mark “excellent”, four people (33%) received the mark “good”, six people (50%) coped with the mark “satisfactory” and two (17%) did not complete the tasks, having received the rating “unsatisfactory”

During the experiment, it was revealed that students with high academic abilities completed tasks on their own faster. Pupils with low educational abilities took more time to complete exercises and more exercises to consolidate material for systematization and generalization, moreover, under the direct supervision of a teacher. All the qualities of the grammatical skill of using the grammatical forms of Future Simple, Present Progressive, constructions to be going to do in the experimental group have a sufficient degree of formation. In this way, effective English vocabulary skills should be differentiated.

Together with observation, interviews were used to find out the opinions of teachers.

The following round of questions was allocated for the interview (Antonova, 2001, p. 90).

- 1) What educational technologies do you mainly use in class for studying vocabulary?
- 2) Does the use of the technology contribute to the full implementation of the objectives of the lesson?
- 3) What is the leading motive for students to attend your lessons?
- 4) What tools should be used to strengthen interest in the English language.
- 5) Do you own a computer?

6) How often do you use a computer in a lesson?

Based on the analysis of the observations and answers of teachers to the first question, it can be confidently stated that they use traditional technologies, as indicated by 53% of teachers, followed by gaming technology-36%, and only 11% of teachers use information technology (multimedia).

As a result of analyzing the answers to the second question, it turned out that 40% of teachers are unhappy with the usual technologies, that is, they noted that the technologies used do not always contribute to the realization of the objectives of the lesson.

When answering the third question, the opinions of teachers were divided as follows: 87.5% of teachers believe that the strengthening of interest in the English language requires the use of various technologies (educational films, presentations, educational programs, the Internet), 75% are sure that periodic updating of the content leads to an increase in vocabulary learning, and 37.5% of teachers noted that in order to achieve the above goals, reorganization of the learning process, that is, the use of new teaching technologies is required.

The answers to the fourth question were necessary to clarify the situation regarding the use of new information technologies, because, the computer is the basis of these technologies, and it turned out that most teachers either do not own the computer (50%), (as a rule, this applies to rural schools), they either own a computer, but are very weak and are not able to use it in the learning process (30%), and only 20% of teachers said that they own a computer and can use it in the learning process.

The questionnaire for students was following:

A questionnaire was conducted to identify attitudes towards the use of multimedia in English class.

Using multimedia in English classes.

| Answers | Percentage |
|--|------------|
| I don't like it when the teacher uses computer technology in the classroom | 0% |
| I like it when the teacher uses computer technology in the classroom | 87% |
| I am interested in working with an interactive whiteboard in the classroom | 89% |

I often want to learn from the lessons of English lessons all the same way. Thus, the questionnaire showed that during the lessons periodically the computer, the audio recording, and the projector are also reassured.

There we can see that the presentation is more interesting for pupils, teacher explanation is at the second stage. Then there are audio (20%), video (15%), table (7%), diagrams (3%).

The computer in this technique is only a tool to help the teacher, organizing the independent work of students and managing it. The use of multimedia technologies for the development of cognitive skills in English classes gives a certain result (Vashchenko, 2005, p. 23)

The result of academic performance in groups confirms the assumption, the fact that the use of multimedia technologies in English classes, within reasonable limits, for the development of students' knowledge and skills positively affects the quality of their knowledge. It should be noted that the use of multimedia tools should be arranged in such a way that the computer does not become an end in itself, but only a logical and very effective addition to the educational process. It shows that the academic performance increased by 22%, quality of knowledge – by 16%. This means that external motives cease to play a leading role in the study of vocabulary with the help of multimedia.

2.3 Discussion and interpretation of results of the research

Also, after conducting the formative stage of the research, we conducted a test for the knowledge of the studied vocabulary after using game technology as a means of forming a lexical skill, which showed us that the use of games is a very effective method for children to memorize new vocabulary and actively use lexical units in certain situations. ... The grades of the experimental class improved, the children were in excellent emotional mood, which contributed to productive work. As we can see from the results of the research, the vocabulary skill of middle-level students is formed much more effectively with the help of play activities, because children confidently use the learned vocabulary.

Our work has led us to the conclusion that multimedia devices are needed and useful for learning English vocabulary. Learners were involved in process of learning vocabulary while I used multimedia devices such as Power Point Presentation, video, audio, diagram and charts.

Analyzing the results of the initial and final sections, we can conclude that the use of various modern information and communication technologies has led to a decrease in the number of pupils with low levels of vocabulary skills.

Thus, the survey and multimedia technologies in the foreign language lessons and its analysis allow us to state the fact that most students evaluate the role of multimedia culture in the study of vocabulary in the lessons on the positive side. It is observed that the lessons using multimedia technology are much more interesting and exciting and with its help vocabulary material is better learned. It was also revealed that the most progressive students are focused on continuous improvement and self-education in the field of multimedia. These studies have been confirmed and it can be concluded that the systematic use of multimedia technology in English lessons contributes to better learning (Antonova, 2001, p. 32).

At the formative stage, we applied game technology as a means of forming lexical skills in secondary school students. The duration of the forming stage was 1 month. After the stage of the study, we carried out a control stage aimed at analyzing the effectiveness of gaming technology as a means of forming a lexical skill. Thanks to the performance analysis, we found that as a result of the formative stage of the study, the results in the group in terms of vocabulary proficiency became much better. That is, the goal of our research has been achieved.

PART 3

THE MOST EFFECTIVE VOCABULARY LEARNING STRATEGIES

Untranslated methods develop language guessing, increase language practice, and strengthen associative connections. However, untranslated methods take more time than translational ones and do not always provide accurate comprehension.

Translation is time-saving, versatile, but increases the possibility of interlingual interference (Antonova, 2001, p. 23).

The choice of semantization methods depends on a number of factors:

- from the qualitative characteristics of the word
- from its belonging to the active or passive minimum.
- from the degree of education and language training of students
- from the form of presentation of new words
- from the place of the acquaintance stage.

For example, the presentation of new words by the teacher, independent work on words in the process of reading, acquaintance with words during laboratory work, etc.

New words should be worked on both in isolation and in context, as the contextual meaning of a word is not always its main nominative meaning.

The question of the nature of acquaintance with the active and passive vocabulary is solved differently and is reduced to two options (Gusinskii, 2012, p. 89):

- 1) in the process of acquaintance with the new vocabulary there should be no difference, it is manifested only in the exercises at the stage of consolidation;
- 2) depending on the nature of ownership of the material, both acquaintance with it and its consolidation should be different.

Teacher preparation for the explanation of new vocabulary is as follows (Nikolaeva, & Lenvit, 2003, p. 89):

- 1) analysis of new vocabulary is carried out in order to identify difficulties (form, meaning, use) and, accordingly, their grouping by difficulty;
- 2) the number of new words and forms of organization of acquaintance with them is determined;
- 3) ways of semanticization of vocabulary and ways of its presentation are determined;

- 4) a comment is made on each word and illustrative material is selected;
- 5) determine the types and kinds of exercises for initial training and the sequence of their implementation.

It should be remembered that the stage of acquaintance with the lexical material determines the effectiveness of its assimilation. In high school, the success of learning depends on how organized the independent work of students is, whether they have textbooks that meet the requirements of modern methods. Such requirements include (Nikolaeva, & Lenvit, 2003, p. 88):

- presence in the manual of instructions and exercises that make the acquaintance process orderly;
- the presence in the manual of texts, examples and tasks that activate the mental activity of students by setting feasible tasks and problem situations;
- well-thought-out organization of the material (texts, illustrations, diagrams, tables, etc.), which promotes independent work with the language.

The teacher must also have the ability to be creative. Its main task in this context is to achieve complete mastery by students of the program lexical minimum and a firm fixation of active vocabulary in their memory at the middle and senior stages of learning.

During the middle stage of education, students improve the knowledge, skills and abilities they have acquired in the previous period. This stage of learning is characterized by the improvement of students' skills to use various methods of enriching their vocabulary, expanding their potential vocabulary and linguistic knowledge.

When teaching English to schoolchildren, much attention is paid to the study of receptive vocabulary and the expansion of vocabulary.

To master receptive vocabulary, it is necessary to master (memorize) a minimum of lexical units provided for by the curriculum, learn to use these units in various types of speech activity, and also learn to understand lexical units by ear and when reading texts.

An analysis of the specifics of the English language shows that for the use of the overwhelming majority of passive vocabulary in speaking, it is enough to form a stereotype of translating an isolated word from the native language into a foreign language and to ensure the appropriate communicative need for its use. In relation to lexical units with individual typological characteristics, it is necessary to take into account the level of complexity of speech tasks.

Just as when introducing units of active stock, when working on a passive stock, the stage of consolidating the sound and graphic forms, pronouncing new words, reading them aloud is required.

The teacher has to introduce new words in almost every lesson. Let's turn to the techniques for working on vocabulary.

At the stage of primary training of students in mastering it, at least three tasks must be solved. It is required to provide (Gusinskii, 2012, p. 33):

- the correctness and accuracy of students' perception of the image of the word, the establishment of a strong connection between the image and meaning;
- correct localization of a word in the student's memory based on the attraction of information about other words of the native and foreign languages;
- correct and varied combination of new lexical units with other words of a foreign language already known to students.

Vocabulary exercises for passive stock are not very diverse. This is a choice from the text (or a separate sentence) of words of a certain meaning, the translation of sentences with new or homonymous words into the native language when reading or hearing. The main speech reinforcement of passive vocabulary occurs in the process of listening and reading. Without reading a variety of texts, built mainly on the passed vocabulary, the accumulation of lexical stock is impossible.

One should not abandon such a way of consolidating vocabulary, as maintaining students their own dictionaries.

Working on vocabulary provides food for the development of linguistic observation, which is important both for the general culture of schoolchildren and for mastering their native language.

Lexical games (Clarin, 2005, p. 43):

- "Associations" (Use a word that the class has recently learned. Students are asked to suggest all words associated with it. Words are written on the board as Word Web).
- "Memorize new words" (The board is divided into two parts. On one half are written the words that they just learned and need to be remembered. Students should suggest words from those that they already know, which in one way or another resemble the word that needs to be remembered. These words are written on the other half of the board, and the new word is erased. This is done until each of the new words is replaced by reminder words. Now the students must remember with which new word these words were associated. New words are again written down on the board, and the reminder words are wiped off).

Teaching the semantic perception of speech by ear involves the implementation of exercises by students to form general auditory skills, speech exercises and subsequent educational work with audio text, that is, listening training is aimed at developing and improving listening mechanisms. This lesson development is accompanied by a presentation and audio files (Bigich, O. B., Borisko, N. F., Boretskaya, G. E, 2013, p. 11).

Exercise types (Bigich, O. B., Borisko, N. F., Boretskaya, G. E, 2013, p. 12)

1 – training – all attention is concentrated on form and meaning (out of context); using tests
 – 1- establishing connections between elements / combining material 2- we use the same word in different areas – we learn we consolidate knowledge about it 3- the attention of the test is only one sign of it.

Conditionally – speech exercises.

goal: the teacher sets a communicative task so that students use this vocabulary. Such exercises are performed with support:

- question-answer exercises
- on a guess about the meaning of a word from a situation
- micro-dialogue on the situation
- rhymes, speech games
- monologic statements on microsituations
- you can use the principle of a differentiated approach – from below the word in a mixed order (for the weak), for the strong no
- each student adds his own sentence not me meaning.

According to I.I. Gez, the main stages of work on vocabulary include:

- familiarization with new material,
- primary anchoring;
- development of skills and abilities of using vocabulary in various types of speech – activity (Avramenko, 2002, p. 205).

All of the above aspects of working on vocabulary form a single whole.

Non-water methods of semantization include (Mukhina, 2012, p. 78):

- Demonstration of objects, gestures, actions, paintings, drawings, transparencies, etc.
- Disclosure of the meanings of words in a foreign language, for which they can be used:

- a) definitions (definitions) – a description of the meaning of a word by already known words. For example: Hat- a part of clothes that wears on your head.
- b) transfers. For example: Dogs, cats, cows, horses, pigs are animals.
- c) semantisation using synonyms or antonyms. For example: cold warm, quick-slow, day-night, present-past.
- d) definition of a word based on contextual guess, which is based on understanding the general content of a sentence, on knowledge of facts. Example: Columbus discovered America in 1492;
- e) determining the meaning of a word based on its internal form. For example, a well-known root and familiar word-building elements: worker, builder; a compound word made up of two familiar components; words similar in spelling and sound in their native language: cinema, patriot.

The listed methods of semantization have advantages and disadvantages.

Non-translation methods develop a linguistic guess, increase the practice in the language, create supports for memorization (for example, formal ones when relying on the structure of a word, as well as supports based on similarity or contrast when using synonyms or antonyms), strengthen associative connections. At the same time, non-transfer methods require more time than translation methods and do not always provide accurate understanding.

Translation is economical in terms of time, universal in application, but increases the possibility of interlingual interference (Mukhina, 2012, p. 79).

The choice of semantization methods depends on a number of factors, in particular, on the qualitative characteristics of the word; from its belonging to an active or passive minimum; from the level of education and language training of students; from the form of presentation of new words, perception by ear or in the process of reading, with or without visualization, etc.); from the location of the familiarization stage. For example, a teacher's presentation of new words, independent work on words in the process of reading a new text in the classroom, acquaintance with words in the process of independently performing laboratory work or listening to a phono recording in a language laboratory; disclosure of the meaning of new words at home, etc.

New words should be worked on both in isolation and in context, since the contextual meaning of a word is not always its main nominative meaning.

In the system of exercises that develop any kind of speech activity, it is possible to distinguish – preparatory and speech exercises (Bigich, O. B., Borisko, N. F., Boretzkaya, G. E., 2011, p. 77).

With the help of preparatory exercises, the form and meaning of lexical units, as well as actions with them as components of speech activity, are mastered.

Speech exercises should be conducted on texts that have significant potential in terms of solving not only communicative, but also cognitive tasks.

In order to achieve the most effective results in teaching children vocabulary, it is necessary to follow certain requirements developed by methodologists in this area (G.V. Rogova, V.I. Vereshchagina, V.I. Passov).

The need to take into account general didactic requirements. All work on the vocabulary of a foreign language should be arranged in such a way that the teaching practice is educational in nature, so that all lexical material is learned consciously. It is also necessary to widely use visual means and build such a training system that would ensure the systematicity, accessibility and strength of knowledge.

The need for broad reliance on the native language. At the initial stage of training, in many cases it is necessary to start work with the word of the native language in order to bring the student to the correct, conscious assimilation of the word of a foreign language. At the middle and senior levels of education, only in some cases can one start from the native word; this can only be dictated by the lexical features of the word. Otherwise, this would remove such methods of working on a word as guessing about the meaning and form of a word by context, word formation, etc., which should find wide application in these classes. In the system of exercises, “conditional translation” should also be widely used, work on the meaning and form of polysemous, homonymous and synonymous elements of the native language, etc. The content of the exercises should change depending on the age characteristics of students and skills of students (K. : Publishing House “Education” 2012, p. 11).

The need to combine work on the meaning and form of the word. Work on a word, both from the side of content and from the side of form, presupposes, first of all, work on the volume of meanings of foreign words in comparison with words of the native language and in terms of comparing words of a foreign language with each other. Comparison of the volume of meanings of words in native and foreign languages is also conditioned by the psychological requirement of contrast in teaching.

The need to combine work on an isolated word and a word in context. First of all, the kinesthetic and visual image of the word should be fixed in combination with its meaning; only then can one begin to master its grammatical forms and, therefore, to work on the word in context. Therefore, you should first use exercises designed to consolidate an isolated word. This can be word grouping, writing words out of text, and other exercises. When constructing exercises, it is necessary to take into account the direct connection between auditory, kinesthetic and visual

sensations. Full awareness of the stable sound image of a word arises only as a result of its pronunciation and writing.

Working on a word in context is absolutely necessary from a linguistic point of view, since only in the language system can a word contribute to the fulfillment of the main function – the function of communication (Nikitenko, 2014, p. 88).

The need to take into account the stages of the process of mastering lexical material. The assimilation of a word of a foreign language goes through certain stages. These stages are in direct connection with the functions of thinking and memory. The main components of the assimilation process are: comprehension, memorization, preservation of what has been learned in memory, recognition and reproduction.

Memorization of a word should be based on logical, meaningful memorization. Meaningful memorization is an active work of thinking and includes the establishment of causal relationships, analysis, synthesis, inductive and deductive reasoning, etc. The systems of exercise should provide material for these thought processes. However, the teacher inevitably relies to a certain extent on rote memorization, especially when memorizing the sound and graphic image of words.

Word recognition exercises should be both written and oral. These can be exercises to learn a new word, surrounded by already well-learned words. For this, students are offered exercises in the translation of specially composed sentences or a short story. Such exercises can be given both in writing and orally.

Automation of lexical units (K. : Publishing House “Education” 2012, p. 88)

Automation is the process of forming lexical skills, the process of assimilation, words in speech and for speech. Automation of words at the pre-text stage involves not just primary reinforcement”, but bringing the knowledge of a word (dose of words) to a skill level.

A lexical skill is a synthesized action of choosing a lexical unit that is adequate to the concept and its correct combination with others, performed in skill parameters and ensuring the situational use of this lexical unit in speech.

Methodists (II Gez, BF Korndorf and others) offer various exercises to form lexical skills.

As for the exercises and their nature, the Methodists are generally united. They proceed from the correct premise that in the process of speech the student does not have time to think over his actions to combine words (B.T. Chuikov). Hence, it is concluded that it is necessary to create associative connections between words in students so that, having arisen in the student’s mind in connection with the need of the situation :, the word entails the recall of other words necessary for the expression. And after that it is necessary to form in students the connection between vocabulary and the situation. Therefore, at the first stage, it is proposed to perform exercises such as „Insert

...” or „Make up ...”, etc., that is, linguistic exercises divorced from the situation (K .: Publishing House “Education” 2012, p. 89).

As for the sequence of exercises for the formation of lexical skills, then for orientation in the work of B.F. Korpdorf suggests the following stages.

Perception of a word in the process of its functioning in speech.

Awareness of the meaning of a word (semantization).

Imitation (imitative use of a word in speech).

Designation (the ability to mark an object, object, action, quality, etc. in speech needs).

Combination (the ability to combine a new word with those learned earlier).

Use (on the basis of independent choice of a word and its combination with others in accordance with the speech situation).

Automation exercises should be oral. Verbal reinforcements can be illustrative and verbal. The use of pictures in the process of automating vocabulary depends on the purpose, the age of the students, the stage of work, the nature of the visualization. At the final stage of automation, it is better not to turn them on. It is also inexpedient to use various verbal supports at this stage. The speaker must rely on ideas (K .: Publishing House “Education” 2012, p. 90).

In working on the lexical side of speech, it is necessary:

- comply with the principle of oral advance: to form lexical skills before working on the text;
- work not on an isolated word, but in context, starting with the presentation of the word in the process of semantization;
 - pay special attention to the compatibility of lexical units,
 - every word „pass” through all analyzers;
 - use the methods of semantization depending on the methodological typology of vocabulary;
 - it is methodologically expedient to use illustrative and linguistic visualization depending on the age of the students, purpose, nature of the material, stage of work;
 - carefully select exercises that match the nature of the goal;
 - carefully think over the sequence of exercises that corresponds to the stages of the formation of lexical skills;
 - to achieve maximum repetition and combinability of lexical units;
 - comply with the main tasks of each stage when improving lexical skills;
 - test the knowledge of words only through the possession of them, and not by questioning;

- at one level to learn only one meaning of any polysemantic word. And additional criteria by which subgroups of words will be distinguished in types, groups.

Learning new vocabulary is indeed an extraordinarily difficult process. Indeed, for a course of study in secondary school, students must master the meaning and forms of lexical units and be able to use them in various types of speech activity, that is, master the skills of lexical design of speech and learn to understand lexical units by ear and when reading. All this appears to the child to be extremely difficult, especially at the initial stage of learning (Nikitenko, 2014, p. 33).

Every teacher needs to know the principles of vocabulary selection, because vocabulary should be feasible for every student, and at the same time, children should not get bored in the lesson because they already know all this.

An important role is played by the development of lexical material. After all, the assimilation of one or another word often depends on the exercises that the teacher gives in the lesson. Exercises should not be monotonous, otherwise the student will lose interest in the material being studied.

Therefore, when choosing a method of semanticization, it is necessary to take into account the affiliation of the word to the active or passive minimum, the degree of education, age and language training of students. The optimality of a method of semanticization of each word in specific conditions is determined by its economy and reliability: the less effort and time required to reveal the meaning of a new foreign word, the more accurately students understand its meaning, the better the method of semanticization.

Educational technology is a set of methods, rules and pedagogical techniques that affect the learning, development and upbringing of schoolchildren. Modern educational technologies in English lessons are presented as a clearly formulated process of interaction between a teacher and a student, necessary to achieve a certain goal (Nikitenko, 2014, p. 55).

Game technologies. The concept of “game technologies” includes a fairly extensive group of methods for organizing the pedagogical process in the form of various pedagogical games. In contrast to games in general, pedagogical play has an essential feature – a clearly defined goal of teaching and the corresponding pedagogical result, which can be substantiated, singled out in an explicit form and are characterized by an educational and cognitive orientation. The game form of classes is created in the classroom with the help of game techniques and situations that act as a means of motivation, stimulation to educational activity. The activities of students should be based on the creative use of play and play actions in the educational process with younger students, which most satisfies the age needs of this category of students. Play, along with work and learning, is one of the activities not only of a child, but also of an adult. The game recreates the conditions of

situations, some kind of activity, social experience, and as a result, self-management of one's behavior is formed and improved. In a modern school, which relies on the activation and intensification of the educational process, game activity is used in the following cases (Mukhina, 2012, p. 77):

- as an independent technology; – as an element of pedagogical technology;
- as a form of a lesson or part of it;
- his extracurricular activities.

The place and role of game technology, its elements in the educational process largely depend on the teacher's understanding of the function of the game. The effectiveness of didactic games depends, firstly, on their systematic use, and secondly, on the purposeful construction of their programs, combining them with ordinary didactic exercises. Play activities include games and exercises that form the ability to highlight the main characteristic features of objects, compare, contrast them; games that develop the ability to distinguish between real and unreal phenomena, educating the ability to control oneself, quick reaction, ear for music, ingenuity, etc. (Mukhina, 2012, p. 78)

Business games came to school from the life of adults. They are used to solve complex problems of mastering new material, developing creative abilities, and forming general educational skills. The game allows students to understand and study the teaching material from different perspectives. Such games are subdivided into imitation, operational, role-playing, etc. In imitation games, the activities of an organization, enterprise or its subdivision are imitated. Events, specific activities of people (business meeting, discussion of a plan, conducting a conversation, etc.) can be imitated. Operating rooms help to practice the implementation of specific specific operations, for example, the skill of public speaking, writing an essay, solving problems, conducting propaganda and agitation)

Quiet games simulate the corresponding workflow. They are carried out in conditions that mimic real ones. The role-playing is practicing the tactics of behavior, actions, performance of functions and duties of a particular person. For such games, a scenario of the situation is developed, the roles of the characters are distributed among the students. The preparation and conduct of the game includes the following stages (Mukhina, 2012, p. 79):

Stage 1 – preparation:

- development of the scenario;
- game plan;
- general description;

- the content of the briefing;
- preparation of material support.

Stage 2 – conducting the game:

- posing the problem;
- terms;
- regulations;
- regulations;
- allocation of roles;
- forming groups;
- consulting.

Stage 3 – analysis and generalization:

- withdrawal from the game;
- reflection of the game;
- assessment and self-assessment of work;
- conclusions and generalizations.

The advantages of gaming technologies:

- Allows to activate and intensify the educational process;
- interdisciplinary communications, integration of academic disciplines are carried out;
- the motivation for learning is changing (knowledge is not acquired in reserve, not for the future, but to ensure the immediate game success of students in a real process for them);
- reduction of the time for accumulating experience (experience, which normally accumulates over many years, can be obtained through business games during a week or a month).

Disadvantages of game technologies (Mukhina, 2012, p. 80):

- focusing the attention of game participants on the performance of game actions and finding ways leading to victory.

Types of modern educational technologies (Mukhina, 2012, p. 81)

- 1 Communicative – designed to form the skills of communicative competence. These modern technologies in English lessons are necessary for students to adapt to the forms and models of communication in modern cultures.

- 2 Differentiated technology – knowledge of the subject is carried out taking into account their personal interests, skills and strengths. Capacity development is based on the encouragement as well as the use of diagnostic tests.
- 3 Modular technology provides that a modern English lesson, as well as its content (stand-alone modules, subsections) are integrated into one general course.
- 4 Information and communication technologies provide for an increase in the practical orientation of the lesson, as well as an increase in cognitive activity by increasing the intensity of students' independent work.
- 5 Technology application of software – is a subtype of information and communication technologies. Such technologies of teaching English at school effectively complement the process of teaching translation of texts. This technology is characterized by the use of computer programs that intensify the independent activity of students. It helps to develop skills in grammar, vocabulary and machine translation.
- 6 Internet technologies open up various possibilities and access for finding information, creating individual projects and research.
- 7 Modern technologies in teaching English based on individual learning implement a student-centered teaching method that takes into account the interests and characteristics of students.
- 8 Testing technology is based on monitoring the assimilation of the material by students within the course. These teaching technologies in English lessons allow the teacher to determine the strengths and weaknesses of the students, as well as identify shortcomings in their program. International English language exams are held in accordance with modern testing technologies.
- 9 Design technology is characterized by the creation of a model of social interaction between students. This technique promotes the formation of interdisciplinary connections that improve the overall performance of students.
- 10 Collaborative technology – exploits the idea of collaborative learning. In this case, a separate role is assigned to both personal and collective responsibility for achieving the designated goals.
- 11 Game technology is based on unlocking the potential and developing the creative thinking of students during joint consideration and solution of tasks (Mukhina, 2012, p. 82). The technology for the development of critical thinking is designed to develop a versatile person in a student who can critically and with attention to the information received. This technology becomes extremely relevant in the literary translation of works of art, poems, etc.

CONCLUSIONS

The formation and expansion of an active vocabulary is one of the most important problems in methodology. Its volume regulates the repetition of words in educational texts, their active use in the process of intercultural communication. To make pupils master the vocabulary of the language they are studying is the main goal of a foreign language teacher. In order for pupils to have a desire to learn new lexemes, expand their vocabulary, work with a vocabulary, we need to maintain interest in different ways. Lexicon refers to the entire set of words of a language, its vocabulary. The section of linguistics that studies vocabulary is called lexicology (gr. Lexikos – vocabulary + logos – teaching). There are distinctions between historical lexicology, which studies the formation of the vocabulary in its development, and descriptive lexicology, which deals with the meaning of a word, semantics (gr. Semantikos – denoting), volume, structure of the vocabulary, etc. considering various types of word relationships in a single lexico-semantic system. Words in it can be related by the similarity or opposition of meanings (compare, for example, synonyms and antonyms), by the commonality of the functions performed (compare, for example, groups of colloquial and book words), by the similarity of origin or closeness of stylistic properties, as well as belonging to one part of speech and etc.

The stages of skill formation are called periods of time that differ from each other in their tasks and methods of learning. All stages of the formation of lexical skills are a single whole, and the isolation of the stages is determined methodically to concretize each of the stages. The effectiveness of the formation of lexical skills is directly due to the effectiveness of the formation of expanding associative links of words. In contrast to grammatical skills, the staging of the formation of lexical skills is not so clear and definite.

The main stages of work on vocabulary include: acquaintance with new material, initial consolidation, development of skills and abilities to use vocabulary in various types of speech activity. Disclosure of the meaning of a word (semantization) can be done in different ways, which are usually combined into two groups: untranslatable and translated methods of semantization. Untranslatable methods of semanticization include: demonstration of objects, gestures, actions, paintings, drawings, slides, and so on. Visual aids, first of all, help in the introduction of simple concepts expressed by specific nouns.

The participants were the students of the 7th grade. It is the best grade to make such research. They are aware of multimedia devices and they know how to use them. They can evaluate personal interest of using multimedia in learning vocabulary. There are 18 pupils in the class. We used different types of exercises to form skills. The purpose of these exercises was to dismember and transform material. The first lesson was quite interesting. Students answered questions from

the book and discussed how the students themselves behave in a difficult situation. The second lesson was devoted to what kind of advice the students gave, if he or she was in a difficult situation, compiled a list of rules on behaviour using *I should / will*. In the third lesson, control work was carried out to consolidate the topic “*I don’t belong*” (“*Racial discrimination*”). Children were given assignments with one option. Upon completion, test papers were collected and verified. According to the results of the control work, students showed the following results: 7 students received a rating of 5 (excellent), 9 students received a rating of 4, and 3 students received a rating of 3. Methodical principle of teaching; provides: a) oral introduction of vocabulary and its consolidation; b) language practice, which takes place in oral form on the basis of selected topics and situations. So, not a single person from the experimental group coped with the mark “excellent”, four people (33%) received the mark “good”, six people (50%) coped with the mark “satisfactory” and two (17%) did not complete the tasks, having received the rating “unsatisfactory”. Analysing the results of the initial and final sections, we can conclude that the use of various modern information and communication technologies has led to a decrease in the number of pupils with low levels of vocabulary skills.

It should be remembered that the stage of acquaintance with the lexical material determines the effectiveness of its assimilation. In high school, the success of learning depends on how organized the independent work of students, whether they have textbooks that meet the requirements of modern methods. Such requirements include: presence in the manual of instructions and exercises that make the acquaintance process orderly; the presence in the manual of texts, examples and tasks that activate the mental activity of students by setting feasible tasks and problem situations; well-thought-out organization of the material (texts, illustrations, diagrams, tables, etc.), which promotes independent work with the language.

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РЕЗЮМЕ

Навчання словниковому запасу є одним із найважливіших у викладанні англійської мови. Успішне володіння лексичними матеріалами є однією з найважливіших умов засвоєння мови. Водночас виникають великі труднощі при накопиченні лексичного матеріалу. Однією з причин цього є нескінченність мови та її словниковий запас. Для досягнення досить швидких результатів необхідно обмежити кількість лексичного матеріалу, що вивчається, для ретельного вибору перспективних сфер оволодіння мовою. Це може бути словниковий запас щоденного спілкування, теми та зміст якого достатньо відображені в підручниках, а також у численних розмовниках та посібниках англійською мовою. Словниковий запас – це словесний матеріал, яким студенти повинні навчитися легко та швидко діяти в процесі спілкування англійською мовою, оскільки це його володіння – необхідна передумова використання мови як засобу спілкування. Основною метою вивчення лексики є створення необхідних передумов для формування мовної діяльності. Формування лексичних навичок постійно перебуває у полі зору вчителя. Його завдання – досягти повного оволодіння учнями лексичним мінімумом, зафіксувати в їхній пам'яті словниковий запас на середньому етапі навчання. Лексичні знання забезпечують успішне оволодіння основами всіх видів мовленнєвої діяльності. Лексичні знання означають не лише сукупність лінгвістичної інформації про іноземне слово, але й знання програм дій зі словом, тобто певних стратегій поводження з іноземним словом. Лексичні знання забезпечують успішне оволодіння основами всіх видів мовленнєвої діяльності. Лексичні знання означають не лише набір лінгвістичної інформації про іноземне слово, а й знання програм дій зі словом, тобто певних стратегій поводження з іноземним словом.

Об'єктом статті є стратегії вивчення словникового запасу.

Предметом цього дослідження є стратегії вивчення словникового запасу учнів середньої школи.

Метою даної роботи є аналіз стратегій вивчення словникового запасу учнів середньої школи.

Мета цього дослідження досягається наступними завданнями:

- 1) Розкрити теоретичні аспекти формування словникового запасу учнів загальноосвітніх шкіл на уроках англійської мови.
- 2) Визначити методи формування словникового запасу в загальноосвітній школі.
- 3) Охарактеризувати найефективніші стратегії вивчення словникового запасу.

Конспект методів, використаних у дослідженні: Метод систематизації та класифікації; описові та аналітичні методи.

Дипломна робота складається зі вступу, трьох розділів, що поділяються на підрозділи, висновків та списку використаних джерел. Загальний обсяг роботи – 43 сторінок. Список використаних джерел нараховує 60 позицію. У вступі обґрунтовано актуальність теми та надано науковий апарат дослідження.

Виконана робота може стати основою для створення нового, творчого та більш ефективного підходу для навчання учнів нових слів.