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PRINCIPLES OF DEVELOPING FOREIGN LANGUAGE LEXICAL COMPETENCE OF UNIVERSITY STUDENTS IN DISTANCE EDUCATION

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The article examines the development of students' vocabulary in distance English classes, essential for engaging with professionally relevant texts and discussing topics pertinent to their future careers. This study examines the different stages in which individuals acquire lexical competence, as well as proposes effective strategies for students to enhance their foreign language vocabulary learning. The effective utilization of original literature related to their future field of study greatly benefits students. Developing lexical skills plays a vital role in this process. Specifically, building a semantic and structural typology of scientific and technical terminological vocabulary, as well as identifying and overcoming difficulties in comprehending English, are crucial aspects. Of particular interest is incorporating a thesaurus-focused approach when teaching specialized foreign language vocabulary. This approach takes into consideration the interconnection between the development of a student's thesaurus and the resources provided by the methodical vocabulary system.

The author emphasizes the impact of distance learning on the development of foreign language vocabulary skills in university students. The article explores the benefits of using the Moodle platform to enhance the learning of foreign language materials and improve the overall proficiency of future specialists. It proposes a series of exercises that should be incorporated into distance learning courses to ensure a high level of language comprehension, effective communication skills, and the acquisition of necessary linguistic abilities. These exercises also encourage students to independently explore and creatively apply their language skills.

In conclusion, the author stresses that the hands-on experience of instructing students in a remote course highlights the immense benefits of completing sets of tasks on the Moodle platform. These tasks, which lay the foundation for teaching foreign language vocabulary, not only provide students with specific terminology, but also equip them with fundamental concepts directly relevant to their future profession. By engaging in real-life situations where this vocabulary is utilized, students are able to develop exceptional foreign language communication skills at an advanced professional level.

Keywords: foreign language, professional-oriented training, lexical competence, Moodle platform, university students, distance education.

Монастирська Л. "Принципи формування іншомовної лексичної компетенції студентів ЗВО в умовах дистанційної освіти".

У статті аналізується процес формування лексичних знань студентів закладів вищої освіти на заняттях з англійської мови у дистанційному форматі, які необхідні для роботи з професійно – орієнтованими автентичними текстами та комунікації за темами, що безпосередньо пов'язані з майбутньою професією. Виділяються кілька етапів формування лексичної компетенції, пропонуються стратегії, які студенти можуть застосовувати у процесі вивчення іншомовної лексики. Акцентується увага на тому, що ефективній роботі студентів з оригінальною літературою щодо майбутньої спеціальності сприяють такі аспекти розвитку лексичних навичок як будівництво семантико-структурної типології науково-технічного термінологічного вокабуляру, визначення утруднень його розуміння у процесі навчання англійській мові. Тезаурусно-цільовий аспект у навчанні спеціальної іншомовної лексики з урахуванням механізму взаємозв'язку розвитку тезауруса майбутнього фахівця разом із засобами методичної системи лексики представляє особливий інтерес у цьому контексті.

Авторка особливо увагу приділяє впливу дистанційного навчання на процес формування іншомовної лексичної компетенції студентів ЗВО. У статті розглянуті питання використання платформи Moodle для ефективнішого засвоєння іншомовного матеріалу, якісного володіння іноземною мовою майбутніми фахівцями. У статті запропоновані вправи, які доцільно використовувати на дистанційному курсі для якісного опанування мовним матеріалом, розвитку

комунікативних навичок, набуття та тренування всіх необхідних лінгвістичних навичок із подальшим практичним використанням і спонукання до активного самостійного творчого пошуку.

У висновках авторка підкреслює, що практичний досвід роботи зі студентами на дистанційному курсі показує, що, виконуючи комплекси завдань на платформі Moodle, які складають основу навчання іншомовної лексики, студенти не тільки отримують знання специфічної термінології, але й засвоюють основні поняття, що мають безпосереднє відношення до їхньої майбутньої професії, фіксують реальні життєві ситуації, в яких вона застосовується, і, як наслідок, розвивають навички спілкування іноземною мовою на високому професійному рівні.

Ключові слова: іноземна мова, професійно-орієнтоване навчання, лексична компетенція, платформа Moodle, здобувачі вищої освіти, дистанційна освіта.

Problem statement. The intensive involvement of Ukraine in the international educational arena demands a fresh perspective on the primary objectives of English learning for students in technical institutions. The primary goal of this initiative should be to enhance students' proficiency in a foreign language, enabling them to utilize English skillfully as a powerful tool for effective communication and to enrich their professional training. Professionally oriented training aims to meet the specific English language requirements of students for their future professional endeavors. This training program combines the exploration of ESP with nurturing students' individual strengths, profound comprehension of the native culture, and the development of specific skills that are closely linked to linguistic and professional proficiency. The key content of ESP is the acquisition of additional information in the field of a technical specialty and the development of professionally important personal qualities.

The English language is a means of improving students' professional competence and development in the professional and personal aspects. In today's professional world, having a strong command of the English language is vital. That is why technical higher education institutions are now integrating vocational English language teaching with specialized disciplines. The objective is to not only acquire further expertise in the selected field but also to adeptly utilize English in future professional pursuits. The "English for Professional Communication" discipline in higher education institutions is essential for providing students with comprehensive professional training. It effectively facilitates the adaptation process, enabling students to prepare for their future careers. The ESP program aims to enhance students' professional communicative skills, fostering speech behavior suited to both educational and professional contexts. Speech behavior requires the acquisition of linguistic (language skills and knowledge), socio-cultural and professional communicative competencies.

Literature review. Due to the changes that are taking place in Ukraine today, we can observe a significant increase in the rating of the English language course in higher education institutions, so the situation with teaching English to students of non-linguistic specialties has changed significantly. The focus of the course in higher education institutions on developing the skills of various types of professional communication in English for students of technical profiles requires solving specific problems related to the effective organization of the learning process in accordance with modern teaching conditions.

The development of general scientific foreign language lexical competence of students of non-language specialties is one of the main directions of improving the quality of training of future English language specialists. General scientific vocabulary is considered to be the main component of oral communication in professional communication. Students' vocabulary is a significant indicator of their foreign language communicative competence; lexical skills formed at the proper level are one of the conditions for effective communication in English, and errors in lexical and semantic norms can result in semantic errors that make the speech communicatively imperfect or even incomprehensible. However, the process of developing students' lexical skills involves certain problems related to the multidimensionality of a word that has grammatical and lexical status, the multidimensionality of the connotational relations of a word in the dictionary, and the correlation of a particular word with the non-linguistic reality. However, despite the fact that many issues related to the effective process of forming general scientific foreign language lexical competence of non-language students are widely covered in the works of methodologists and have undoubted theoretical and practical significance, it should be noted that this problem in the context of distance learning is still open for theoretical understanding and practical application.

The comprehensive review of research on foreign language learning in a distance learning

context reveals that online learning environments should encompass various essential features. These include offering authentic contextualized activities, presenting multiple perspectives and extensive information, assessing expert work and thinking, promoting collaborative knowledge construction, providing opportunities for practical reflection, facilitating mentoring and fostering clear thinking.

Several studies, including those by Lee et al., Beauvios, Pelletieri, and Chun and Plass, have found that computer-mediated communication (CMC) offers e-learners an authentic language-learning environment. Chun and Plass stress that CMC not only enhances motivation, but also fosters social interaction and collaborative learning for e-learners. Moreover, Sullivan and Pratt discovered that computer-mediated communication has a positive impact on learners' writing proficiency, outperforming traditional classroom settings. Similarly, Lee et al., Lee, and Pyo found that incorporating distance-learning techniques in the classroom resulted in significant improvements in learners' writing abilities [1,3,4].

However, the issues of adapting the possibilities of distance learning technologies for teaching foreign languages (in particular, English) to the conditions of higher professional education

The purpose of the article is to analyze the process of forming foreign language lexical knowledge of non-language students in the process of distance learning, which is necessary for working with professionally oriented authentic texts and communicating on topics directly related to their future profession. The article identifies several stages of lexical competence development and suggests strategies that students can use when learning foreign language vocabulary in the distance education format.

The statement of the main material. The professional orientation of teaching defines the task of teaching students to use English as a means of updating knowledge in the field of their future profession, developing professional skills and abilities and, thus, developing professional competencies that would correspond to key types of future professional activities. Working in English classes with special texts, familiarizing oneself with special topics in order to develop oral communication, mastering the minimum vocabulary directly related to a particular specialty, and developing teaching aids by teachers to activate grammatical and lexical material helps to take into account the specifics of specialized specialties. In the process of studying professionally oriented material in English, we can observe a two-way relationship between

students' intention to obtain additional information about their future specialty and their success in learning English. In such conditions, learning English becomes a means of raising the level of education in the field of the future profession and an effective means of career development.

Mastering specific English language skills in the chosen field of expertise is crucial for professional success. These include activating professional vocabulary, working with authentic specialty texts and technical documentation, and engaging in professional communication. Additionally, it involves mastering the language norms of the professional field, delivering scientific reports, utilizing rhetorical devices in presentations and reports, writing annotations and abstracts, as well as actively participating in English-language seminars and conferences.

In this case, printed information sources, such as graphic and text documents, technical instructions, drawings, and documentation, are a key source of knowledge required for future professional activities. When reading authentic texts in English, technical students are required not only to correctly translate the words that make up the receptive minimum, but also to recognize unfamiliar words that belong to their potential vocabulary. Forming a linguistic guess, the ability to explain, paraphrase, and define technological processes are quite necessary skills for future specialists and involve the development of effective vocabulary skills in the process of learning English.

The development of lexical knowledge is a key component in students' cognitive activity. Norms of semantics, rules of case, compatibility and lexical background constitute the content of lexical knowledge, which is necessary for the correct use of lexical items in syntactic, pragmatic and semantic context, and they serve as conditions for the development of effective foreign language lexical skills of technical students. The development of lexical skills primarily helps students to choose the appropriate meaning of an English word from its entire structure in order to formulate the necessary concept, combine lexical items according to the norms of lexical and grammatical valence, and communicate with the lexical means available in their vocabulary.

The lexical speaking skill includes the following key components: word use and word formation. Lexical correctness is manifested in the semantically correct combination of words (word use) in English according to semantic rules of combination that differ from those in Ukrainian, so the teacher should explain the differences and

similarities in both languages. Strong, flexible spoken lexical skills that can counteract the influence of Ukrainian language interference are created in the process of spoken English practice.

It should be borne in mind that word formation is also subject to interference from the Ukrainian language. Terms, as the main lexical units in specialized texts, are part of the general literary vocabulary and cannot be considered separately from the rules and processes of formation and functioning of the lexical system. Since technical universities have a problem of insufficient number of classroom hours planned for the English language discipline, the teacher needs to determine the word-formation minimum, which involves selecting word-formation models; determining the stages of recognition and understanding of complex and derivative words; forming key methods of teaching word-formation analysis; developing forecasting skills in understanding unfamiliar terms based on word-formation. Simultaneously with the development of receptive and productive lexical skills, lexical competence is formed, namely the ability to determine the contextual meaning of a word and compare its scope in English and Ukrainian.

The following stages of lexical competence formation are distinguished:

1. Students accumulate observations of the word in sound and graphic contexts. The first stage is the acquisition of empirical knowledge by students.

2. Students gain reflective knowledge about the lexical item and make basic generalizations about the word. Under the supervision of the teacher, students consciously determine the semantic characteristics of the word core, peripheral components in the semantic core of the word.

3. The teacher explains other semantic features of the form and structure of word definitions. At this level, the connection between definition, meaning and value is expanded, it is connected with theoretical knowledge of the English lexical system.

4. The last level in the process of forming the lexical competence of technical students is associated with the rapid identification of lexical items in texts of different modalities, the use of active vocabulary to solve certain communicative tasks. This level of competence involves practical work with the English word. Here, semantic competence is combined with communicative, linguistic, sociolinguistic, discursive, strategic and sociocultural competences. Semantic competence is an integral element of linguistic competence, so it aims to solve extralinguistic communication tasks in

accordance with the criteria of communication and the application of the necessary linguistic knowledge, skills and abilities for this process.

The formation of lexical competence is ensured by a special lexical strategy, which has the following approaches:

1. Organization and memorization of lexical material with the help of special tools based on the specific characteristics of students' cognitive activity.

2. Obtaining semantic information about lexical items, their assimilation, developing skills to use lexical items in different communication situations, practicing exercises at different levels of difficulty. The results of applying the lexical strategy and its characteristics are reflected in lexical self-reflection and creativity.

In the learning process of English vocabulary, a student can apply a variety of strategies, their main tasks being:

a) to have a variety of sources to replenish vocabulary in English (textual learning material, dictionaries, encyclopedias, etc.).

b) to get a clear visual or auditory image of the form of an unfamiliar word. In order to obtain a clear image, students should be taught to apply the strategy of associating an unfamiliar word in English with a word in their native language that may have a similar acoustic image.

c) understand and comprehend the meaning of a word. Students learn the meaning of a word, usually with the help of a dictionary or a linguistic guess based on the situation, context or structure of the lexical item.

d) combine the form and meaning of a word together, use the word in speech practice. In this case, it is necessary to systematize the linguistic material into meaningful units; to relate the new word to concepts already in memory; to demonstrate the new vocabulary in a context or in a speech situation; to use key words with visual or auditory connections; to use mechanical means and techniques.

It is clearly impossible to do such work as role-playing, interviews, debates, and group discussions in online classes. The teacher has to limit himself to the "teacher-student" model and interview each individual, which significantly reduces the personal speaking time of the students. The communicative methodology of teaching English implies the opposite approach, when by all means the share of each student's speaking time should be increased.

Thus, in the conditions of distance learning, one of the key conditions for successful mastering of new vocabulary is technically difficult to fulfill.

It is also important to note that learners themselves are a source of new knowledge for each other. Working in pairs or groups, they can hear mistakes or, on the contrary, examples of how to construct an utterance. They learn to analyze what they have heard not in a recording but in live speech, they can ask questions and react to what their partner has said.

The following new forms are a way of solving the outlined problems of teaching vocabulary at university:

- organization of "speaking clubs", when at the appointed time several learners with a teacher meet with a teacher on the Internet (as part of extracurricular activities) and discuss some important topic, helping each other, asking questions, compiling a vocabulary reference book for the lesson, etc...;

- acquiring theoretical material through various kinds of hyperlinks;

- acquiring practical skills with native speakers and virtual interlocutors, e.g. in English chat rooms;

- cross-curricular work (during which learners exchange and evaluate their work);

- gamification of English language learning (using game elements and techniques used in game design in non-game contexts to achieve non-game goals).Φ

The Moodle platform allows teachers to create their own online courses and edit the information content of the site. In the course of work in Moodle it is possible to distinguish the main stages: actualization of existing knowledge; acquisition of new knowledge; consolidation of acquired knowledge and formation of skills and abilities; systematization of acquired knowledge; control of material assimilation. Within each stage it is possible to achieve didactic goals, using the possibilities of the elements of the electronic course created on the Moodle platform. Systematization of thematic blocks of the e-course, convenient navigation and constant availability of feedback, availability of training materials and work results contribute to the timely and accurate performance of tasks during the semester and motivate students to more productive independent activity. It should also be noted that due to the automation of the process of checking assignments in the Moodle system, the teacher's time is significantly saved, which makes it possible to track the independent work of each student. This platform also allows controlling the quality of acquired knowledge by using tests. All kinds of assignments are the most important way to activate students' independent learning and cognitive activity and to develop

foreign language professional communication in general. Using Moodle in teaching a foreign language allows providing motivation to study a foreign language; increase the amount of work performed and increase the amount of knowledge acquired, skills and abilities formed; rationally plan and organize independent work of students, increasing the effectiveness of learning; form communicative and sociocultural competence of students through authentic materials; create an interesting educational process.

At the first stage of teaching foreign language vocabulary, students are familiarized with key lexical units (words, word combinations and stable expressions) on a certain topic, which after a thorough analysis of the main teaching and methodological literature were selected by teachers and offered to students. Lexical units (key words and expressions) are presented in the following way: word, transcription and voice pronunciation. After initial familiarization and subsequent multiple practice in the mode of independent work, students are asked to perform a number of exercises, from simple to complex, which help to consolidate the given vocabulary.

Simple exercises include:

- Identify the correct translation.

- Complete the phrases by choosing words from the two columns.

- Choose the best alternative.

- Complete the sentences with the words from the list.

- Translate into English.

- Write the endings in the words.

- Make up new words to complete sentences.

- Use the word form to complete sentences.

Complex exercises include:

- Read the text and fill in the blanks.

- Decide on the best option to finish the text.

- Insert the correct preposition.

- Create new words to complete the text.

- Choose words/verbs in the list to finish the sentences.

- Put the words/verbs in the correct sentences.

- Read the text and fill in the blanks with words from the list.

- Choose the best option to complete the text.

- Write the correct ending to complete these abstract nouns.

- Write word combinations by matching the words from the lists.

- Match the words and their definitions.

Exercises should be composed only on the material of key lexical units presented in the teaching-methodical complex. After completing

all exercises, students take a test based on the materials of the above exercises. This algorithm leads to automatic memorization of new lexical units and transfer of vocabulary from passive to active vocabulary.

The effectiveness of this educational platform is achieved by performing basic tasks: Vocabulary, Grammar, Reading, Writing, Listening and Video tasks. Vocabulary texts introduce and consolidate the key vocabulary on the topic. The main types of tasks: matching the words, filling the gaps, choosing the correct word, replacing the phrases, completing the sentences, correcting mistakes, choosing true or false, word puzzle, finding the hidden word, finding antonyms. The grammar section allows for the integration of grammar exercises and vocabulary, reinforcing students' vocabulary on a specific medical topic. Students can delve deeper into the topic and familiarize themselves with additional vocabulary by reading texts from the Reading section and completing comprehension tasks. Writing activities expand students' knowledge of writing recommendations, medical histories, and patient records. Working with audio and video materials placed on the Moodle platform not only creates opportunities to improve the level of communicative competence, but also allows you to get real background professional knowledge. Video materials, having a variety of didactic potential, are a means of embedding the teaching of foreign languages for professional purposes in the modern system of international education, which is based on the wide use of modern information and communication technologies.

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Conclusion and further research prospects. The above material clearly demonstrates that the development of lexical competence among university students in foreign language education follows two distinct directions: enhancing the acquisition of both general and specialized vocabulary. Promoting the effective utilization of students' future specialized literature is facilitated by the development of lexical skills, which involves constructing a semantic and structural typology of scientific and technical terminological vocabulary, as well as identifying challenges in comprehension during the learning process.

The study of how to teach special foreign language vocabulary with a focus on the thesaurus is particularly captivating when considering the interplay between the development of the students' thesaurus and the tools of the methodical vocabulary system. Without a doubt, the educational process should not be limited to just classroom instruction supervised by the teacher. It should also include a well-coordinated approach to students independently working on building their vocabulary in their specific field of study.

Working with university students has demonstrated that by completing sets of tasks on Moodle platform forming the foundation of teaching foreign language vocabulary, students not only gain knowledge of specific terminology but also grasp essential concepts directly relevant to their future profession, record real-life situations in which it is applied, and consequently, develop proficient communication skills in foreign language.

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