TEACHING VOCABULARY BY USING CLARIFICATION OF MFPA OF LEXIS IN CLASS WITH STUDENTS

ОБУЧЕНИЕ ЛЕКСИКЕ С ИСПОЛЬЗОВАНИЕМ РАЗЪЯСНЕНИЯ ЗНАЧЕНИЯ, ФОРМЫ, ПРОИЗНОШЕНИЯ И УМЕСТНОСТ ЛЕКСИКИ НА ЗАНЯТИЯХ СО СТУДЕНТАМИ

SÖZCÜK ANLAMININ, ŞEKLİN, ÇEŞİTLİLİĞİN VE İFADENİN AÇIKLAMALARINI KULLANARAK ÜNİVERSİTE ÖĞRENCİLERİ ÖĞRETİMİ

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ABSTRACT
Meaning, Form, Pronunciation and Appropriacy (MFPA) of lexis is a tool based on which it can form vocabulary skills. There is every reason to consider the problem of developing the vocabulary skills based on the MFPA of lexis as unresolved and requiring detailed research, which determined the relevance of this work and the choice of the research topic. The work aims to develop a scientifically grounded and experimentally tested methodology for forming students' vocabulary based on the MFPA of lexis. The hypothesis of the study is the assumption that the formation of students' vocabulary based on the MFPA of lexis will be successful if it is carried out based on the development and implementation of such a methodological system, which takes into account the methodological conditions necessary for the successful formation of students' vocabulary based on the MFPA of lexis (1) formation of students by the time of learning foreign language communicative competence; (2) use in teaching tasks (a) to determine the meaning of words, (b) to study pronunciation, (c) to identify differences between words that are close in meaning, (d) to differentiate words that are similar in spelling; (3) following an explicit learning algorithm with separate stages and steps. To test the validity of the hypothesis, the following research methods were used in work: analysis and generalization of research results; modeling of the pedagogical process of forming the vocabulary skills based on the MFPA of lexis and experimental learning.
Keywords: vocabulary, teaching, meaning, form, pronunciation, appropriacy, experiment, MFPA (Meaning, Form, Pronunciation, Appropriacy).

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АННОТАЦИЯ

Значение, формы, произношения и уместность (ЗФПУ) лексики является инструментом, на основе которого он может формировать словарные навыки. Есть все основания считать проблему формирования словарных умений на основе ЗФПУ лексики нерешенной и требующей детального исследования, что и определило актуальность данной работы и выбор темы исследования. Работа направлена на разработку научно обоснованной и экспериментально проверенной методики формирования словарного запаса учащихся на основе ЗФПУ лексики. Гипотезой исследования является предположение о том, что формирование словарного запаса учащихся на основе ЗФПУ лексики будет успешным, если оно будет осуществляться на основе разработки и внедрения такой методологической системы, которая учитывает методические условия, необходимые для успешное формирование словарного запаса студентов на основе ЗФПУ лексики (1) формирование у студентов к моменту обучения иноязычной коммуникативной компетенции; (2) использовать в учебных заданиях (а) для определения значения слов, (б) для изучения произношения, (в) для выявления различий между близкими по значению словами, (г) для различения слов, близких по написанию; (3) следование явному алгоритму обучения с отдельными этапами и шагами. Для проверки справедливости гипотезы в работе использовались следующие методы исследования: анализ и обобщение результатов исследования; моделирование педагогического процесса формирования словарных умений на основе ЗФПУ лексико-экспериментального обучения.

Ключевые слова: лексика, обучение, значение, форма, произношение, уместность, эксперимент, ЗФПУ.

ÖZET

Kelime anlamı, biçimleri, telaffuzu ve uygunluğu (KABTU) temelinde kelime bilgisi becerilerini oluşturabilmek için bir araçtır. KABTU'nun sözcük dağarcığına dayanarak sözcük dağarcığı becerilerinin oluşumunun çözülmemiş ve ayrıntılı araştırma gerektiren bir sorun olarak düşünmesi gerek. Bu durum ise söz konusu çalışmamızın araştırma konusu oldu. Çalışmada öğrencilerin kelime dağarcığını oluşturmak için KABTU kelime dağarcığı temeline dayanarak bilimsel ve deneysel olarak test edilmiş bir yöntem geliştirilmesi üzerine durulmuştur. Çalışmanın hipotezine göre öğrencilerin kelime dağarcığının KABTU kelime hazinesi temelinde oluşturulmasının başarılı olacağı düşünülmektedir. Öğrencilerin kelime dağarcığının KABTU kelime hazinesi temelinde başarılı bir şekilde oluşturulması için gerekli metodolojik koşulları dikkate alan metodolojik sistemin geliştirilmesinin gerekli olduğu fikir ileri sürülmüştür. Bu süreç uygulanma temelinde gerçekleştirilirse (1) öğrencilere yabancı dilleri öğrenme süresine göre iletişimsel yeterlilik kazandırır. (2) Öğrencilerin öğrenim sürecinde (a) kelimelerin anlamlarını belirlemeleri, (b) telaffuza dikkat çekilmeleri, (c) anlam bakımından benzer kelimeler arasındaki farkları belirlemeleri, (d) yazımda benzer kelimeleri ayırt etmeleri, (3) farklı aşamalar ve adımlar olan açık öğrenim algoritmasını takip etmeleri gerek. Çalışmada hipotezin geçerliliğini test etmek için aşağıdaki araştırma yöntemleri kullanılmıştır: Araştırma sonuçlarının analizi ve genellemesi, sözcük ve deneysel öğrenmenin KABTU'su temelinde kelime bilgisi becerilerinin oluşumunun pedagojik sürecinin modellenmesidir.

Anahtar kelimeler: kelime bilgisi, öğrenme, anlam, biçim, telaffuz, alaka düzeyi, deney, KABTU.

Introduction

The process of its intensive informatization characterizes the current stage of development of American society. The growing need for information and the increase in its flows have led to new information and communication technologies. Their use in education contributed to the formation of a new area of pedagogical knowledge - the informatization of teaching, aimed at developing methodology, methodological systems, technologies, methods, and organizational forms of education, as well as improving the mechanisms for managing the education system in the current conditions of the information society. Among modern pedagogical studies, a significant place is occupied by works in which scientists give priority to the use of ICT and multimedia technologies in education. The formation of foreign language communicative competence in all the variety of its components up to the level of C1-C2 is one of the main goals of training students of language universities. One foreign language communicative competence component is linguistic competence, including forming verbal speech skills. MFPA of lexis is one of the modern tools based on which it is possible to develop students' speaking skills. The top distinguishing feature of MFPA is representativeness - the necessary and proportional representation of texts of various periods, genres, styles, authors, etc. Thus, MFPA is a means based on which students' vocabulary can be formed (Kang & Golden, 2014: 57–77).

Research Objectives

The study aims to develop a scientifically based and experimentally tested methodology for forming students' linguistic speech skills based on the MFPA of lexis. To achieve the goal and test the hypothesis, it was necessary to solve the following tasks:

1. to determine the vocabulary of students' linguistic speech skills, formed based on the MFPA of lexis;

2. to identify the methodological conditions for the formation of students' linguistic speech skills based on the MFPA of lexis;

3. to develop a methodological system for the formation of students' vocabulary based on the linguistic corpus;

4. to develop an algorithm for the formation of students' linguistic speech skills based on the MFPA of lexis; to test the effectiveness of the methodology for the construction of students' linguistic speech skills based on the MFPA of lexis in experimental learning.

Research Questions

1. Is the formation of students' linguistic speech skills based on the MFPA of lexis successful if it is carried out based on the development and implementation of such a methodological system that uses the nomenclature of students' linguistic speech skills formed based on the MFPA of lexis?

2. Are the methodological conditions necessary for successfully forming the vocabulary skills based on the MFPA of lexis taken into account?

Background of the Study

It should be noted that a particular scientific basis has already been formed for considering the problem, the formation of students' vocabulary based on the MFPA of lexis. An analysis of several theoretical works showed that the following questions were in the focus of scientists' attention:

• development of the theoretical foundations of the competency-based approach in education;

• development of theoretical foundations for the use of information and communication technologies in education (Zheng, 2012: 129–138);

• use of information and communication technologies in teaching a foreign language;

• formation of vocabulary;

• fundamentals of the cognitive approach to teaching vocabulary;

• use of MFPA of lexis in teaching English and other foreign languages (Nyikos & Oxford, 2017: 11–22). However, despite the existing research on the problem of the formation of students' vocabulary based on the MFPA of lexis, it must be stated that some issues have not yet been developed and insufficiently studied, namely: the nomenclature of students' vocabulary produced based on the MFPA of lexis has not been defined; the methodological conditions for the formation of vocabulary skills based on the MFPA of lexis have not been identified; an organized system for the formation of students' vocabulary based on the MFPA of lexis has not been developed; an algorithm for the formation of vocabulary skills based on the MFPA of lexis has not been developed.

Teaching Styles / Teaching techniques

Today, modern society is increasingly faced with various difficulties of borrowing and, as a result, the mutual influence of different cultures. The preservation of the planet's cultural diversity is possible by developing a dialogue of cultures. In this regard, teaching a foreign language should prepare for intercultural communication. In learning a language, the student will have to penetrate different values and life guidelines and integrate them into his world picture. The primary means to achieve the task is to teach mental vocabulary since it reflects the country's life guidelines and cultural values of the language being studied. Practice shows that most foreign language learners are not prepared to use it in a natural language environment, determining the problem's relevance. Teaching the lexical side of speech is to master the building material to implement verbal communication, i.e., direct means of conveying concepts and thoughts in general. However, word formation played a significant role in teaching vocabulary until recently. Linguists were mainly interested in the formal side of the language - morphology, and phonetics. As for vocabulary, the primary attention was also paid only to word-formation. For language learners with a practical purpose, i.e., to use it in the language environment, in live communication, the semantics of the word is essential. Only in it do many see real value for themselves, limiting the range of their interests.

Practically no attention is paid to the study of pronunciation; from the point of view of the norms of the language being studied, it is essential to at least somehow read what is written. Such neglect of the form of the word on the part of the language learner causes many difficulties for the teacher and the need to constantly clarify the meaning of the formal side of the language. We have to make every effort to make it accessible and practically useful for students (Ünver, 2018: 114–125).

When studying the formal side of a language - its grammar, phonetics, and word formation, it is essential to remember that the form of a word is its outer shell concerning it and directly impacts its content. For example, by changing the form of the verb in any sentence, it is possible to make a real action possible desirable. As a result, it is creating word-bearing phrasal stress unstressed, completely changing the statement's purpose and meaning. In a word, the form of comment has a considerable influence concerning its meaning and function in speech. Therefore, its study is necessary for the system of teaching foreign languages. The student realizes this necessity only if he feels and understands the direct connection between the form and function of the word. It consists of the continuous correlation of vocabulary, grammar, and phonetics in teaching a language. Not so long ago, vocabulary was studied in isolation from grammar and phonetics. The most significant breakthrough in the modern methodology of teaching foreign languages is the comprehensive study of vocabulary with grammar and phonetics. It is impossible to learn vocabulary without simultaneously studying the grammatical form of a word and its pronunciation. It is impossible to study grammar and phonetics in general without considering the specific words to which the studied rules of grammar and phonetics should apply. Each of the aspects must permeate the others. You can give a simple example, knowing 20 words and five grammatical structures, you can build more sentences than if you know five words and 20 structures (Schmitt, 2019: 261–274).

MFPA of lexis represents how a new language is taught, whether grammar or vocabulary. The analysis of large arrays of texts and the identification of patterns in lexical units is carried out through Meaning, Pronunciation, Form, and Appropriacy. The advantage of this method is that based on MFPA of lexis, it is possible to form the following lexical skills of students' speech: correlate the visual image of a word with semantics; reveal the meaning of words with the help of context; reveal the pronunciation of a word using contexts; understand the meaning of words based on graphic features (affixation, converted lexical units, borrowed words, etc.); differentiate words that are similar in spelling; identify differences in the use of words with similar meanings. It is worth noting that the MFPA of lexis can only be successful when students master material that exceeds the required standards. The disadvantage is that the curricula and manuals used by this method, for the most part, cannot offer decent authentic material for schoolchildren. As a result, in the exam, students do not cope with tasks related to synonymy, polysemy, contextual use of words, etc. Moreover, this complicates the learning process in educational institutions (Kang & Golden, 2014: 57–77).

The study of vocabulary should be given special attention. The lexicon volume is significant for the implementation of interlingual competence, but do not

forget about the assimilation of language models its specifics, where other aspects are also important. Linguists have offered different approaches to teaching vocabulary over the years. The specificity of each of them is manifested not only in methodological principles but also in their implementation, i.e., in the organization of the content of the educational subject and process, means, and techniques. It is here that scientific psychological, and linguistic positions are found. General approaches to teaching vocabulary can be described as focusing on the formation and improvement of vocabulary according to the situation; the predominance of oral speech overwritten; use of lexical tables; teaching monologue; teaching students to communicate. The distinctive features of the audiovisual method are: the principle of globality, which implies the perception of lexical material globally by ear in the form of samples; the focus of situationality, when the material is presented in the form of dialogues reflecting the situations of everyday life, and the lexical material is united around selected cases; the principle of non-translation, i.e., exclusion of the native language of students from the system of teaching vocabulary; the regulation of visual-auditory synthesis, which provides for the widespread use of audiovisual and technical means of teaching vocabulary in the form of a filmstrip and tape recordings. Despite the popularity of various methods, linguists, teachers of foreign languages, and psychologists have identified the following shortcomings of the methods existing at that time: a large number of so-called mechanical exercises; practically no speech exercises; lack of individualization; lack of communication between oral and written speech. However, the priority of oral speech, the selection of basic models and lexical samples in both methods, and situationality and globality in audiovisual positively impacted the development of intensive teaching of foreign language vocabulary. Attempts to improve these methods have led to the widespread use of mixed methods, where more attention is paid to learning to read vocabulary, speech situations, the assimilation of a lexical material, the use of the native language of the trainees (Schmitt, 2018: 329–363).

Limitation of the Study

There are contradictions between the declared use of information and communication technologies in the educational process and the practical use of electronic means in teaching a foreign language in class with students; between the informatization of education and the lack of methods for teaching a foreign language using new information technologies.

Teaching Strategies

The approach is the primary category in teaching any language. It defines the strategy for teaching language and culture and methods to implement the learning strategy. The most effective approaches in the framework of this study are competence-based, communicative-active, student-oriented, and systemic approaches. From the standpoint of a systematic approach, the methodological system of education is a single holistic complex that allows modeling the process of teaching and upbringing. The main components of the methodological system are

the goals, content of training, principles, methods, means, skills developed in the course of training, and the results of the transformation of the educational process with an assessment of the quality of solving the problem. The dominant role within the learning system belongs to the learning goals, which are formed under the influence of the environment and influence the choice of approach to learning, principles, content, forms, methods, teaching aids arising from the chosen approach, realizing the learning goals. The competency-based approach involves not so much the assimilation by the student of knowledge and skills that are separate from each other. Still, their mastery is complex, and the system of teaching methods is fundamentally different from the traditional one. The advantage of the competency-based approach is that it allows for flexibility and autonomy in the structure and content of the curriculum. The competency model describes what competencies a student should have, what functions he should be prepared to perform, and the degree of his readiness to perform specific duties. The essence of the model is that the competencies of a bachelor in the specialty consist of competencies that are invariant to the field of activity and variable. So, social-personal, general science, general professional, economic, organizational, and managerial competencies are consistent with the field of activity, and variable competencies are developed concerning the lot of action for specific areas and specialties. Competences are formed in learning under the influence of family, friends, work, politics, religion, culture, and much more. In this regard, the competence-based approach's implementation depends on the educational and cultural situation in which the student lives and develops. The main goal of the competency-based approach is the need to form a system of universal skills (key competencies). In other words, within the framework of this approach, we consider a modern student as a person who is ready to use the acquired knowledge, abilities, skills, and ways of carrying out professional activities to solve theoretical and practical problems (Chernysh, 2018: 559–582).

The communicative-active approach assumes the orientation of all socio-pedagogical measures to the organization of intensive, constantly becoming more complex activities. Only through one's training does a person learn science and culture, ways of knowing and transforming the world, forms and improves personal qualities. The communicative-activity approach means that the student is at the center of learning as the subject of educational activity. The training system considers the individual psychological, age, and national characteristics of the student's personality. The activity nature of learning involves the organization of classes as learning activities aimed at setting and solving a specific learning task by students. The methodological content of the communicative-activity approach is the methods of organizing educational activities associated with the widespread use of collective forms of work, with the solution of problems, with cooperation between the teacher and students, and between students. In other words, students are not passive recipients of information but, on the contrary, participate in meaningful activities. The essence of the student-centered approach is that the teacher considers the student's abilities and capabilities, focusing on the student's whole personality and not on its components. As the main principles within the framework of this

approach, one can single out the differentiation and individualization of education, which develop and shape the character of the student. In the student-centered approach, the student is the main character of the entire educational process, and the teacher only acts as an assistant in developing the student's personality. Under this approach, the content of teaching a foreign language will be selected. Students will have the opportunity to build vocabulary based on the MFPA of lexis on thematic material that will meet their interests and needs and allow them to refer to their own experience or knowledge on the subject under discussion (García-Martínez, Sierra-Arizmendiarrieta, Quijano-López, & Pérez-Ferra, 2020: 19–36).

Research Methodology

To solve these problems and test the validity of the hypothesis, the following research methods were used in work: analysis and generalization of research results; modeling the pedagogical process of forming the vocabulary skills based on the MFPA of experimental lexis learning. The reliability of the theoretical provisions and the presented methodological system for developing vocabulary skills based on the MFPA of lexis was determined from practical training. During the training, the effectiveness of the proposed algorithm for the formation of students' vocabulary based on the MFPA of lexis was also tested. The purpose of the practical training was to form students' vocabulary based on the MFPA of lexis.

Experimental training was carried out during one cycle of one academic semester in September-December 2018 based on the State Linguistic University. The participants of the experimental training were 42 2nd year students of the specialty "Linguistics and Intercultural Communication." English language proficiency corresponded to levels B2-C1 on the standard European proficiency scale in foreign languages. Work with MFPA of lexis was carried out in class time. Discussion of the results in mini-groups was carried out in the classroom on speech practice. Experimental training was carried out following an algorithm consisting of three stages. The algorithm for forming students' vocabulary based on the linguistic corpus includes three stages and seven steps: Stage I. Preparatory (installation and planning of work; familiarization with the rules for using the corpus; studying the material to complete the task); Stage II. Procedural (studying the results of queries in the canon of texts using the concordance program; discussing the results of research activities in mini-groups; using new lexical units in communicative tasks); Stage III. Final (reflection of students on their research activities, evaluation of the teacher's work).

Students of the control (21 people) and experimental (21 people) groups were taught using the English textbook "Practical English Course." In the experimental group, following the developed algorithm in the classroom, students received instructions from the teacher on using the linguistic corpus to form vocabulary, searched for lexical units using the concordance program, participated in the discussion of search results, used new lexical units in communicative tasks, evaluated their participation in research activities. Following the curriculum, the students had 5 English lessons per week. In experimental training, we used two types of control. The first type of control - regular monitoring- was carried out by the

teacher during experimental training to control the participation of all students in research activities based on the linguistic corpus and after the end of experimental training in the form of a general discussion. The teacher carried out the second type of control on forming vocabulary before starting the empirical exercise (stating cut) and after completion (formative cut). Students were asked to complete a standard lexical test.

The experimental group students were offered to search for the studied lexical units in the linguistic corpus using the concordance program, participate in the search results, use new lexical units in communicative tasks, and evaluate their participation in research activities. During the experimental training, the focus was on forming vocabulary based on the MFPA of lexis. During the procedural stage of the developed learning algorithm, depending on the learning task, students completed the following activities:

(a) the task of using the MFPA of lexis to study word polysemy:

1 Make a note to get some more milk._____

2 There is merely a short note of what he decided._____

3 Instinctively, we discern a dumb note, a moral insensitivity, which awakens a sense of alarm in others._____

4 There's a note_of assurance in his voice._____

5 The meeting ended on an optimistic note. _____

6 We noted his reluctance to testify._____

7 Note down her telephone number in case you forget it._____

(b) the task of using the MFPA of lexis to compose lexical test items:

1 Until a sudden decline from September 1978, he seemed xxxx unchallengeable.

2 She was a beautiful girl and made her presence felt xxxx at once.

3 In the period just before an election, results are published from some polling organization xxxx every day.

4 Jasper knew he was allowed extreme latitude in xxxx everything he did.

5 But rumors of war were being sounded by 1539, and in 1542 there began xxxx a decade of fighting.

6 Daak was xxxx at the front of the platform now, behind the vitreous bubble that protected the cockpit.

7 He sounded xxxx amused.

Results

The results of experimental training confirm the hypothesis of the study, which consists of the assumption that the formation of students' vocabulary based on the MFPA of lexis will be successful if it is carried out based on the development and implementation of such a methodological system, in which:

• the nomenclature of students' vocabulary, formed based on MFPA of lexis, is used;

• the methodological conditions necessary for the successful formation of the vocabulary skills based on the linguistic corpus are taken into account: the

building of students at the time of learning foreign language communicative competence; the use in teaching tasks (a) for determining the meaning of words, (b) for studying pronunciation, (c) for identifying differences between words that are close in meaning, (d) for differentiating words that are similar in spelling;

• training is organized in 3 stages (preparatory, procedural, evaluation).

The results of experiential learning were coded for statistical processing. The results of lexical tests in the ascertaining and forming sections were coded on a 4-point scale: "1", "0.75", "0.5", or "o." If the student's result was rated as "excellent," then it was coded as "1"; if the test was rated "good," then it was coded as "0.75"; if the test was rated as "satisfactory," then it was coded as "0.5"; if the test was evaluated as "unsatisfactory," then it was coded as "0". To assess the significance of the obtained results, Student's t-test was used. The Student's t-test aims to determine the differences in the values of the averages X and Yep of two samples, X and Y. One of the main advantages of the test is the breadth of its application. It can be used to compare mean values for connected and disconnected samples. Samples are called independent (incoherent) if the procedure of the experiment and the results of measuring a particular property in subjects of one sample do not affect the features of the course of the same experiment and the consequences of measuring the same property in subjects (respondents) of another sample. And on the contrary, samples are called dependent (connected) if the procedure of the experiment and the obtained results of measuring a particular property, carried out on one sample, affect another. It should be emphasized that the same group of subjects on which the survey was conducted twice (even if they have different qualities, signs, characteristics), by definition, turns out to be a dependent or coherent sample. In our case, we are dealing with dependent samples since the formation of vocabulary based on the MFPA of lexis was carried out in the control and experimental groups before and after experimental training.

Conclusion

In conclusion, the results of the study are summarized, the achievement of the tasks set is proved, the hypothesis put forward is confirmed, the results are summarized, and conclusions are formulated:

1. The nomenclature of vocabulary formed by students of a language university has been clarified, and the nomenclature of vocabulary developed based on the MFPA of lexis has been determined: to correlate the visual image of a word with semantics; reveal the meaning of words with the help of context; reveal the polysemy of the word with the help of contexts; understand the meaning of words based on graphic features (affixation, converted lexical units, borrowed words, etc.); differentiate words that are similar in spelling; identify differences in the use of words with similar meanings.

2. The methodological conditions for the formation of vocabulary skills based on the MFPA of lexis have been identified: 1) the formation of students' foreign language communicative competence by the time of learning; 2) the use of tasks in teaching (a) to determine the meanings of words, (b) to study pronunciation,

(c) to identify differences between words that are close in meaning, (d) to differentiate words that are similar in spelling; 3) following an explicit learning algorithm with separately identified stages and steps.

3. an organized system for the formation of students' vocabulary based on the MFPA of lexis has been developed, which is a set of structural components and consists of four blocks: the target block (goal), the theoretical block (approaches and principles of teaching), the technological block (organizational forms, methods, means learning, stages of learning, methodological conditions) and the evaluation and performance block (assessment criteria and learning outcomes).

4. An algorithm for the formation of students' vocabulary based on the MFPA of lexis has been developed, which includes three stages (preparatory, procedural, and final) and seven steps (installation and planning of work; studying the results of queries in the corpus of texts using the concordance program and identifying language patterns; discussion results of research activities in mini-groups; familiarization with descriptive rules and meanings of words; use of new lexical units in communicative tasks; students' reflection on their research activities; evaluation of student's work by the teacher).

5. The methodology's effectiveness for forming students' vocabulary based on the MFPA of lexis has been proven.

The preceding confirms the development of a scientifically grounded and experimentally tested methodology for forming students' vocabulary based on the MFPA of lexis, which is the purpose of this study.

Recommendations

Experimental verification of the effectiveness of the scientific methodology for using the MFPA of lexis to improve the vocabulary of students allows offering English teachers a method for enhancing the lexical speaking skills of students based on semantic fields, which includes a target component (qualitative and quantitative improvement of vocabulary), content ("teaching models of semantic fields," identified based on thematic texts and dictionaries-thesauri), methods of mastering the vocabulary of semantic fields (language, conditional speech and speech exercises aimed at the systemic assimilation of lexical units of "training models" and their active use in speech activity), etc. We also note that the improvement of the productive vocabulary of the language should be carried out in unity and interconnection with other levels of language teaching, primarily morphological. It will serve as a solid linguistic base for replenishing the students' active, passive and potential vocabulary.

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