



The Strategies and Principles of Teaching the Lexicon of a Foreign Language in the System of Higher Education

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Abstract

This scientific work provides information about the strategies and principles of teaching the lexicon of a foreign language in the system of higher education.

Keywords: *Higher Education; Lexical Competence; Foreign Language; Lexicon; Teaching Process; Students; Educational Strategy; Human Memory Mechanisms; Educational Activities*

Introduction

Teaching strategies and techniques are an important procedural component of the development of lexical competence. The main goal of the strategy is to rationalize and increase the effectiveness of the teaching process.

In the English terminological reference on methodology, the following definition is given to the educational strategy—it is “actions and operations that students use in order to optimize the processes of obtaining and storing information, extracting it from memory, and the processes of applying the collected information”.

Scientist A.F. Budko defines the learning strategy as “the plan of mental action of the student to achieve the goal”. Consequently, the educational strategy represents a special set of actions that organize and direct the cognitive activity of students in processing, obtaining, storing and applying information aimed at achieving certain educational results. The complex structural nature of the strategy distinguishes it from the instructional approach.

Materials and Methods

There are different regional approaches to distinguish types and groups of learning strategies in foreign language teaching. For example, two types of strategies are distinguished in didactics: main and auxiliary. The main strategies include: strategies based on human memory mechanisms (establishing mental connections, repeating actions, applying; cognitive (practice, exchange of messages, analysis and reasoning, comparing the meaning of the word with the concept it conveys); compensatory (overcome

difficulties associated with lack of knowledge, making assumptions based on reasoning, speaking and writing). Supporting strategies include: metacognitive (focusing on the organization of teaching and learning; evaluating the course and outcome of teaching and learning; self-regulation, delayed reflection); emotional; affective (decreased level of excitement, elation, determination of emotional readiness); social (asking questions, cooperating with other people).

Scientist A.V. Shepilova offers the following classification of strategies: megacognitive (thinking about the educational process, independent preparation for studying, monitoring the results); cognitive (using deductive and inductive mental conclusions, comparative analysis, final conclusions); social affective (interaction with other students); compensatory (overcoming the lack of knowledge and speech skills).

In accordance with the goals of the studied system of education, we suggest using the following strategies: motivational; the strategy of using graphic organizing tools; linguistic systemizer; probabilistic prediction strategy; compensator; reflexive [Figure 1].

The rationality of using the indicated strategies is consistent with the gradual principle of forming lexical skills and working on lexical material in general [Table 1].

Table 1. The stages of using vocabulary strategies

Stages of forming lexical skills and working with lexical material;	Strategies used;
Presentation of new lexical material;	Stimulating, graphic organizing tools strategy;
Practicing new lexical material;	Stimulating, graphic organizing tools strategy, linguistic-systematic;
Application of new vocabulary materials;	Stimulus, charting tools strategy, probabilistic forecasting, compensatory strategies;
Summarizing and repeating lexical material;	Stimulating, graphic organizing tools strategy, linguistic-organizing, probabilistic prediction, compensatory strategies;
Control (considered as a separate stage – control of the formation of lexical skills and lexical knowledge and considered as a necessary component of all previous stages).	Stimulating, reflexive, graphic organizing tools strategy.

Hence, achieving a positive result is likened to the success of a prospective result, the student regards today's result as yesterday. Therefore, the given tasks should necessarily be suitable for students' abilities, but not too easy. Overcoming educational difficulties within the limits of one's own strength and potential gives rise to a feeling of progress in educational activities, achievement of a certain level of knowledge and skills. Creating a psychologically favorable educational environment, that is, creating an environment of cooperation, mutual understanding and mutual goodwill, which is a necessary condition for effective education, is also a source of positive emotions.

The interactive educational approach is designed to create conditions for students' initiative at the maximum level, their continuous communicative interaction. This will be possible due to the creation of real communication situations and the organization of individual work and work in groups for the purpose of joint communication tasks. In this approach, special attention is paid to the communication process in the audience and the learning situation itself. This principle is aimed at the creation of conditions by the teacher in which the students themselves can discover, acquire and construct knowledge. The higher the level of students' participation in the learning process, the more information they absorb". The interactive learning method consists in giving the student the maximum initiative. This principle is implemented with

the help of: the use of guiding questions that require a multiple-choice answer and a conflict of different points of view, that initiate and stimulate students' speech activity and involve them in the discussion; creating a situation of information imbalance. Such a situation requires that each member of a pair or group has only a portion of the necessary information and that they need to share only the necessary information to successfully complete the task assigned to them. The work can be organized as follows. Each pair is given two images with several differences. By asking questions, communication partners need to identify existing differences as quickly as possible. The task can be complicated, for example, by asking students not to use the name of the object shown in the images, but to use only descriptive phrases, constructions. It is also possible to reduce the number of questions to help identify differences, or to define specific types of questions that can be asked; use of elements of dramatization. This makes it possible to bring educational communication closer to real communication by modeling the behavior of communication participants that is acceptable for a specific communication situation.

The solution is to use questions and tasks that require active research and intellectual activity from students, which always creates a real interest in learning. For this reason, the principle of intellectual-cognitive education plays one of the leading roles in forming and maintaining motivation to study. Implementation of this principle is ensured by: by creating problematic situations. A problem situation arises when students face a challenge that they cannot solve with the help of their existing vocabulary, knowledge, skills and competences. For example, they develop confidence in the need to acquire new knowledge or apply old knowledge in a new situation. The purpose of the motivational strategy is to create favorable conditions for education and overcome learning difficulties, to develop positive emotions from learning a foreign language, to have a positive effect on students' cognitive activities, to realize their creative abilities and personal potential. The following are among the principles of the discounting strategy: the principle of engaging the emotional sphere; interactive teaching method; the principle of intellectual-knowledge education; game principle.

The implementation of the principle of involving the emotional sphere is conditioned by the following factors: the democratic style of communication between the teacher and students; teacher's culture of emotional communication (emotionality, expressive tone, use of hand gestures, ability to replace emotionally saturated parts of the lesson with calm parts); refer to personal experience of students; relying on their life values and goals; taking personal interests into consideration; use of various district means of teaching; focus on the positive aspects of work; emotional assessment of students' activities.

According to the scientist V.V. Ryzhov, "emotions appear as a result of matching the knowledge of favorable and unfavorable stimuli with the knowledge of stimuli currently affecting a person. The student's feelings reflect his attitude to the goals and tasks of his activity, what he knows and is doing, what is happening around him".

Positive emotions appear due to success tasks when the student receives approval and positive evaluation for his work, and the teacher's comments are not considered criticism and have a constructive nature. The presence of positive emotions is also related to the development of students' positive self-esteem. It (independent assessment) is formed when the teacher's attention is focused on the positive aspects and results of students' work, their personal achievements. Scientist G.V. Rogova wrote: "Tangible real milestones and final achievements feed and support motivation. If there is no success, motivation fades, and this has a negative effect on the implementation of activities".

Scientist I.A. Zimnyaya distinguishes several levels of the problematic nature of educational situations: the level of creation of new, unknown ways of forming and expressing thoughts in a problematic situation, using means (language units) unknown to students in the subject of the statement; the degree to which the methods of formation and expression of ideas are known to the students in order to express unknown, new content of meaning, a new idea, a new subject by means of language tools; level

that is maximally approximated to natural conditions. In this, the creation of their own thinking tasks, which pose a new problematic situation and are understood as solving the personally important problems of students.

Results and Discussions

In the process of language teaching, the problem situation motivates the learning activity. It helps to strengthen the formed lexical skills and competences by: conducting excursions to the history of the problem; using life examples, anecdotes, paradoxes related to the studied material; “experiencing”, that is, by showing students a new, important, unexpected aspect in the usual and familiar material; creating conflict situations, that is, stating different points of view on the issue or studying the phenomenon from different (for example, social) points of view; by providing the material with deliberate errors.

The game principle is aimed at creating game situations that serve as a means of awakening and stimulation of educational activities. The game: improves the psychological climate of training; to make education particularly interesting and attractive; ensure that all students are involved in the educational process; use their creative abilities; allows to create a natural motivation for speech in a foreign language.

The high level of motivation of game activity is determined by its voluntariness, opportunities for selection, elements of competition, demonstration of one’s abilities and satisfaction of the needs to realize one’s opportunities, abilities and potential. In addition, game activity brings educational communication as close as possible to real communication by strengthening its spontaneity, creating a certain emotional and psychological background, using paralinguistic tools (hand gestures, facial expressions, poses (holding the body in a certain way) and movements). The use of games not only motivates students, but also forms lexical knowledge, practical skills and abilities, educates independence, teaches cooperation, helps the development of communicative skills, creative realization, ensures the development of attention, memory, speech, thinking, and imagination. The creation of game situations is carried out by: setting a didactic goal as a game task (role–playing games); use of educational material as a game tool (language and speech games); introduction of the element of the competition, which turns the didactic task into a game task, into the educational activity.

The strategy of using graph organizing tools is based on the rule about the systematic nature of the internal lexicon. The main principles of the studied strategy are: activation of existing lexical knowledge, skills and qualifications of students; visualization of one’s thinking process and its results; generalization and systematization of known and new knowledge; memorizing the material using mnemonic principles and storing it; abandoning the traditional linear order of words on the subject.

The use of this strategy makes it possible to increase the effectiveness of “connecting and knotting” new lexical units and knowledge into the internal lexicon system due to the existing experience and knowledge of students, comprehensive analysis of lexical material, creation of multidimensional connections and associations between words.

The following are distinguished as principles of this strategy: sociogram principle; the principle of using the cluster model; matrix principle; diagram principle; the principle of using the tree model; “fork” principle; principle of the “fishbone” model; ideational grid principle; semantic map principle. Here are some of the tasks they are used for.

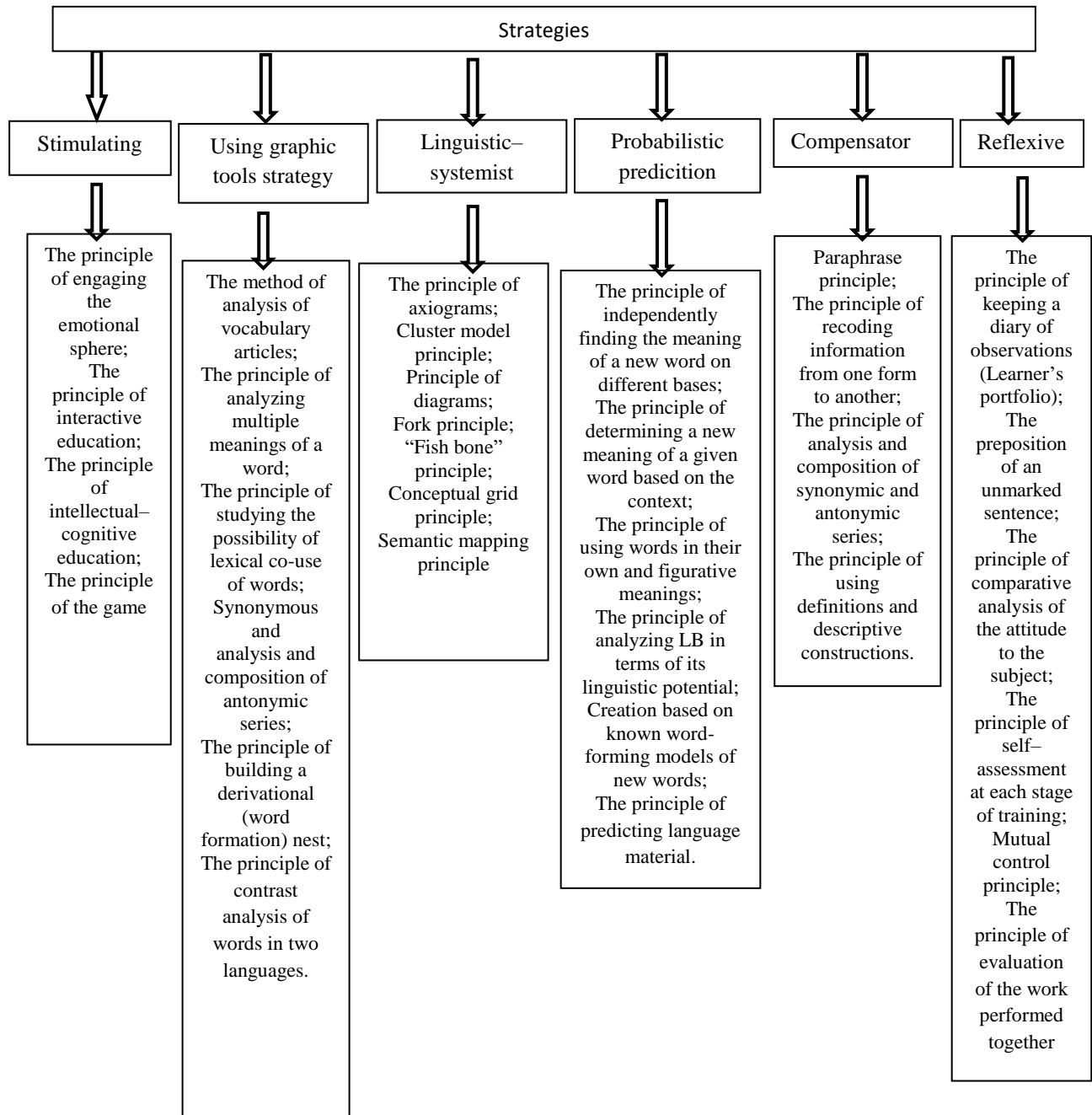
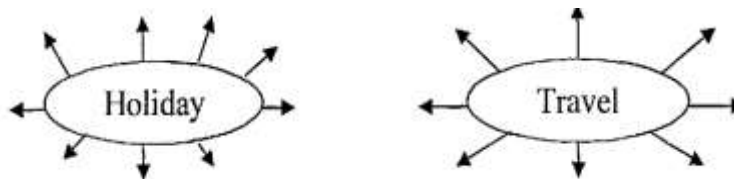
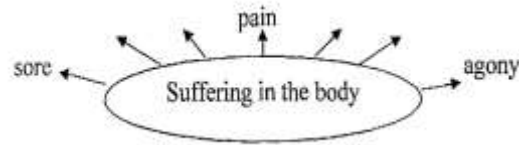


Figure 1. The strategies of teaching a foreign language

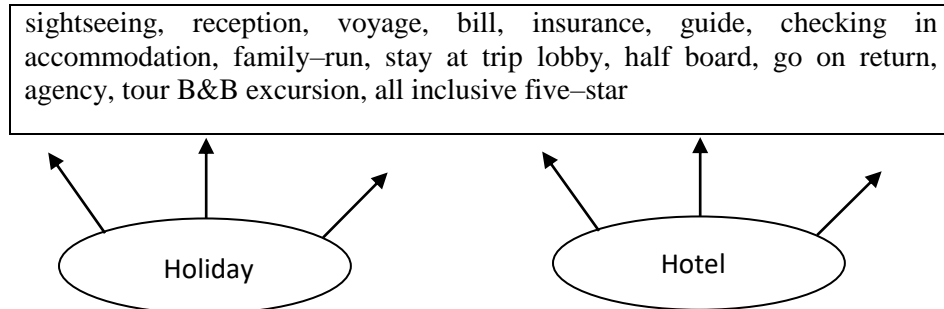
1. Give your associations to the following words [A Graded English Course, 1995:238].



2. Continue associations to the notion “suffering in the body” [A Graded English Course, 1995: 197].



3. Complete the word maps with the words from the box (add three more words to each word map, underline 2–3 key words) [A Graded English Course, 1995:238–279].



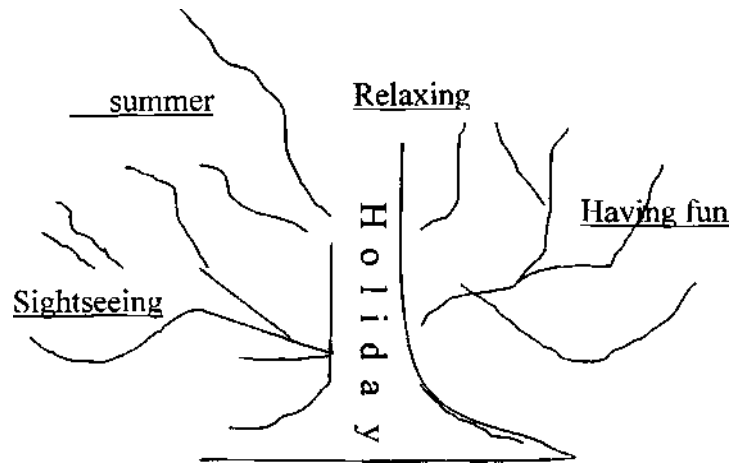
4. Choose the right meanings for the verb “to study”. Guess another verb by the meanings left. Illustrate each meaning of the verbs with your examples [A Graded English Course, 1995:29].

- To watch, or look at sb/sth carefully in order to find out sth;
- To gradually change your attitudes about sth;
- To gain knowledge or skill by studying, from experience;
- To study and repeat sth to remember;
- To examine smth carefully in order to understand it;
- To spend time learning about a subject by going to college, reading;
- To become aware of sth by hearing about it from sb else.

To study
1
2
3
4

?
1
2
3

5. Complete a tree for the word Holiday [A Graded English Course, 1995:237].



- 6. Distribute the words according to their meaning [A Graded English Course, 1995:176]. Expect, look forward to, await, wait and anticipate.
- 7. Use the matrix and complete the following sentences. Think of your own examples [A Graded English Course, 1995:244, 246].

	a car	a motorbike	a train	a horse	a plane
to fly					+
to drive	+		+		
to ride		+		+	

- 1. She has always wanted to have the chance to ... a train;
- 2. Russian women are not allowed to ... passenger aircraft;
- 3. ... a motorbike can be very dangerous.

8. Fill in with the appropriate words [A Graded English Course, 1995:84].

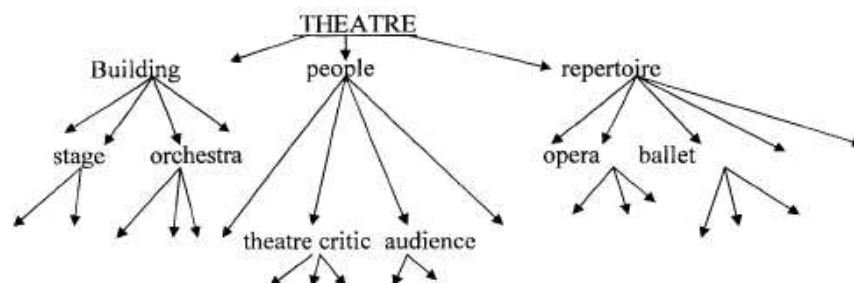
spicy	bitter	salty	sweet	sour	creamy	crunchy	greasy

9. Finish the word forks and make them as long as you can [A Graded English Course, 1995:7].

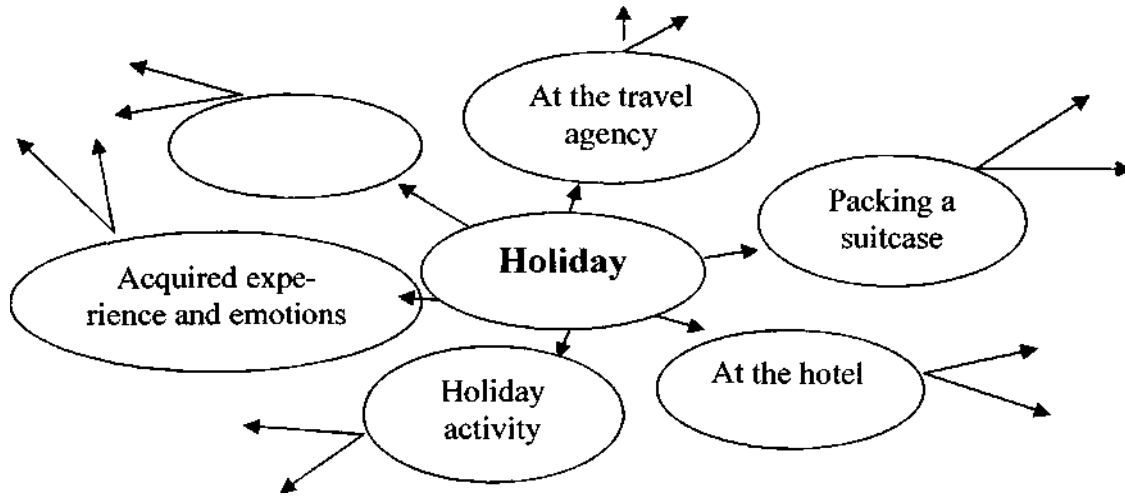
Education (adult, broad, free);

School (schoolmate, schooldays, schoolwork).

10. Continue the cluster model [Graded English course, 1995:156].

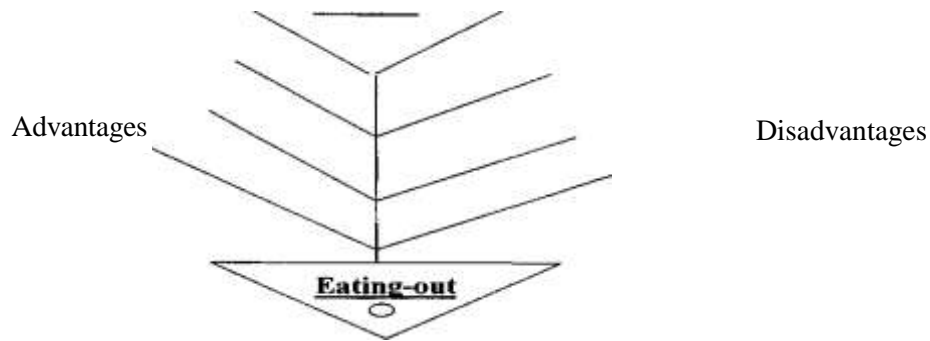


11. Make up a semantic map on the topic “Holiday” [Graded English Course, 1995:238].



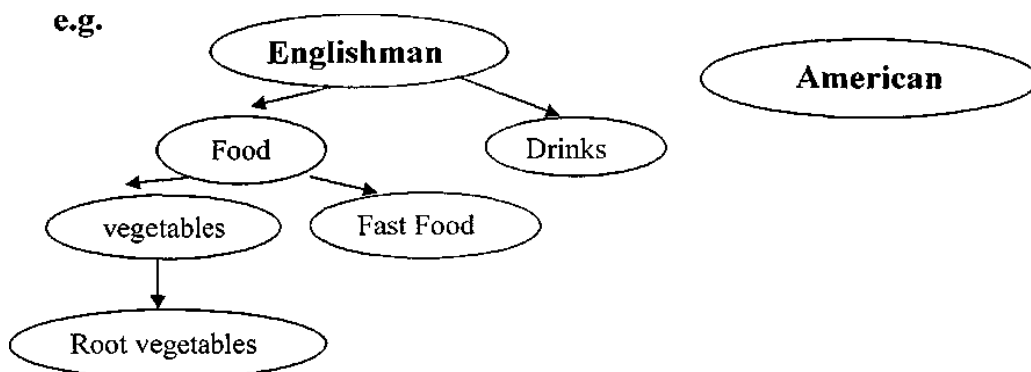
12. Use a fish bone and write all the advantages and disadvantages of eating out [A Graded English Course, 1995:110].

Solution



13. Choose the right word for each person. Try dividing words into groups in any way you like. Add 5–7 words to each group.

French fries, dessert, eggplant, jellied hamburger, meat chips, aubergine, jelly, mince/minced beef, alcohol/booze sweet, pudding, liquor, chickpeas, swede, beetroot, marrow, spring onions, corn, garbanzos, bell peppers, beet zucchini, rutabaga, peppers, sweet corn, green onions.



The essence of the lexical–systematizing strategy is to fully master the semantic information of the word and the rules of its use, and this ensures the conscious use of lexical units and their quick recognition. The following principles of working with lexical units can be used within the scope of the above-mentioned strategy: analysis of the dictionary articles of the word; analysis of the ambiguity of the word; to study the possibility of the word being used together lexically; analysis of synonyms and antonyms; building a derivation cell; contrastive analysis of words in two languages.

The principle of analyzing the dictionary articles of a word is to study the interpretation and explanations of one word in different dictionary articles.

The way to analyze the dictionary entries of a word is to study the interpretation of the same word in different dictionary entries. For example, let's look at the explanations of the words breakfast, lunch, dinner, supper [A Graded English Course, 1995: 84]. The Longman Exams Dictionary provides the following definitions of these words:

Breakfast—the meal you have in the morning;

Lunch—the meal eaten in the middle of the day;

Dinner—the main meal of the day, eaten in the middle of the day or in the evening; a formal occasion when an evening meal is eaten, often to celebrate something;

Supper—the meal that you have in the early evening; the very light meal, for example a drink and a piece of cake, that you have just before you go to bed.

In the Oxford Advanced Learner's Dictionary we find a detailed explanation of this word:

A meal eaten in the middle of the day is usually called lunch. If it is the main meal of the day it may also be called dinner, especially in the north of the country (Britain).

A main meal eaten in the evening is usually called dinner, especially if it is a formal meal. Supper is also an evening meal, but more informal than dinner and usually eaten at home. It can also be a late meal or something to eat and drink before going to bed.

As a general rule, if a dinner is a word someone uses for the meal in the middle of the day, they probably call the meal in the evening tea or supper. If they call the meal in the middle of the day lunch, they probably call the meal in the evening dinner.

Analyzing the articles in the dictionary, such an analysis allows a more complete acquisition of full semantic information about the word. This, in turn, leads to the creation of a more accurate image of the word and a more conscious mastering of the rules of its use. This will allow you to use and understand the word in different communication situations in the future.

The principle of analyzing the meanings of a polysemous word helps to understand more deeply the functional properties of the word in the foreign language system and to establish its meanings in the order of frequent use. Now let's define all the meanings of the word theater [A Graded English Course, 1995:155]:

- Building a building or place with a stage where plays and shows are performed: an open-air theater, the Mercury Theater;
- Plays a) plays as a form of entertainment: I enjoy theater and swimming/He's really interested in literature and the theater; the work of acting in, writing or organizing plays: classes in theater and music/She's been working in the theater over thirty years;

- Place to see a film a building where films are shown: movie theater/‘Bambi’ was the first movie I ever saw in the theater;
- Hospital a special room in a hospital where medical operations are done: Marylin is still in theater;
- War a large area there a war is being fought: the Pacific theater during World War II.

This principle is implemented in the exercise of correctly choosing the explanations of the meanings of English words into Uzbek. For example:

Definition	Translation
<ul style="list-style-type: none"> – a large area where a war is being fought; – a building where films are shown; – a special room in a hospital where medical operations are done; – a building or place with a stage where plays and shows are per-formed; – the work of acting in, writing or organizing plays; – plays as a form of entertainment. 	<ul style="list-style-type: none"> – surgery room; – battlefield; – cinema; – dramaturgy, dramatic works; – theater; – theater arts.

To implement this principle, exercises are used that reveal one of the meanings of the ambiguous word, and it is necessary to replace this word with a corresponding synonym or antonym. For example:

1. We were at the theater last night (syn. playhouse);
2. Helen’s husband is almost in despair. She has been in the theater for 5 hours already (syn. operating room);
3. I like watching movies in the theater (syn. cinema, movie theater);
4. The theater clapped the actor thrice (syn. audience);
5. Shakespeare was an incredibly talented playwright. I like his theater very much (syn. drama).

When working with a polysemous word, definition exercises are used, in which the students are asked to explain the sense in which the polysemous word is used.

Studying the possibility of lexical co-use requires taking into account both semantic and syntactic features of the word. It is necessary for the student to master the rules of the possibility of using words together, to determine the differences in the characteristics of the joint use of this word and its equivalent in Uzbek. Determining the possibilities of joint use of lexical units makes it possible to establish the difference in their meanings and to exclude common lexical errors.

Let’s analyze the word cleaning (food). In English, equivalents to this word are: to peel, to scale, to shell [A Graded English course, 1995: 83–125]. Although, only one translation option corresponds to this word in the Uzbek language, there are significant differences between them. For example, the verb to peel means to peel fruits and vegetables. But the verb to scale means to clean the fish from its scales. At the same time, the verb to shell is the shell (eggs, walnuts, almonds). Therefore, when working with these verbs, students’ attention should be directed to the characteristics of these verbs.

The principle of joint use is implemented in the exercises of identifying suitable options, correcting errors, filling in incomplete phrases and sentences, making sentences and phrases using the suggested words, filling in the omitted parts in sentences and in the text. As an example, we give an exercise to identify compatible options. It is necessary to place the words indicated in it according to the joint use (matching) of the words separated across the columns: onion, coconut, apple, bean, perk, egg, grapefruit, salmon, hazelnut, carrot, peas, hearing, walnut, flounder, potato, cucumber, peanut and perch.

Peel	Scale	Shell

The analysis of synonyms and antonyms allows to determine the semantic and stylistic features of the analyzed words and to increase the level of students' lexical competence. The analysis of synonymous lines of words allows students to develop the ability to analyze and differentiate words that are close in meaning. This principle is closely related to the principle of analyzing the multiple meaning of a word and the principle of studying the possibility of lexical co-use. Let's analyze the following set of synonyms: to look, to glance, to gaze, to stare, to glimpse, to glare [A Graded English Course, 1995: 27]. These synonyms mean the same action, but differ in its quality and speed.

These words are used for an act of looking, when you turn your eyes in a particular direction.

Look—an act of looking;

Glance—a quick look;

Gaze—a long steady look at sb./sth.;

Stare—a long look at sb./sth., especially in a way that is unfriendly or that shows surprise;

Glimpse—a look at sb./sth. for a very short time, when you do not see the person or thing completely;

Glare—a long look at sb./sth.

Analyzing the synonymic series is also important for establishing the methodological features of the use of synonyms, since the rules for choosing tools to express one idea and placing them in their place (arrangement) differ in different languages depending on the concrete situation of communication. Analyzing this synonymous line—to notice—to note—to observe—to perceive [A Graded English Course, 1995:70], it was found that these words have the same meaning (to notice, notice, pay attention), but they are used differently in different situations of communication.

These words all mean to see sth, especially when you pay careful attention to it.

Notice—to see, hear or become aware of sb./sth.; to pay attention to sb./sth. The “note” is a rather formal word to notice or to pay careful attention to sth. This word is very common in business English.

Observe—(formal) to see or notice sb./sth.;

Perceive—(formal) to notice or become aware of sth. that is not obvious.

Analyzing the meaning of the synonymic series allows to prevent the misuse and misunderstanding of words that are close to each other, and to increase the level of semantic awareness of students. The same thing is done with antonyms, which also allows students to expand their semantic reserves.

Synonymous string analysis principle is implemented in various exercises. These include exercises to find the variants that correspond to the interpretation of the word and related synonyms/antonyms, replace the words in the sentence with the corresponding synonyms, fill in the blanks in the sentence, comment on the meanings of the synonyms, and make sentences with synonyms.

The principle of building a nest of words helps not only to systematize the lexicon in a certain way, but also to develop students' linguistic-creative thinking and “feeling of the language”. This principle is implemented by filling in blank spaces in sentences with made-up words, building a word-building nest using the indicated word-building elements, and completing crossword puzzles. For example, an exercise to fill in the blanks in a sentence with made-up words: educate—education—educational—educated—educative—uneducated—educator— educationalist [A Graded English Course, 1995:7–49].

1. The Omerod School ... handicapped children (educates);
2. The ... process needs to begin early in a child's life (educational);
3. He was ... at Bristol University (educated);

4. She hopes her children will get a good ... (education);
5. A specialist in theories and methods of teaching is called ... (educationalist/ educator);
6. The ... role of the family is undoubted (educational);
7. ... people have no chance to get a well–paid job (uneducated).

The principle of contrastive analysis of words in two languages makes it possible to compare the extent of the meanings of words in two languages and the nature of the possibility of their simultaneous use. This principle makes it possible to identify similarities and differences in the semantics of words, to establish similar and different themes and, accordingly, to determine the stylistic properties of words.

We will analyze the meanings of the word “house” and its English equivalents “house” and “home” [A Graded English Course, 1995: 49].

“House”–residence/residential building, building; residents living in such a building; living room, apartment; household of a separate family; people living together, family; permanent place of residence of a person.

“Note”–the house or flat that you live in, especially with your family; a house or flat/apartment, etc., when you think of it as property that can be bought and sold; the town, district, country, etc. that you come from, or where you are living and that you feel you belong to; used to refer to a family living together, and the way it behaves.

<ul style="list-style-type: none"> A. Food; B. Cuisine; C. Culinary; D. Cooking; E. Meal; F. Dish; G. Course. 	<ol style="list-style-type: none"> 1. Any of the separate parts of a meal; 2. Things that people or animals eat; 3. The process of preparing food; 4. Connected with cooking or culinary skills; 5. A particular type of food; 6. A style of cooking; 7. Food that has been prepared in a particular way; 8. The food served in a restaurant; 9. Food prepared in a particular way; as part of a meal; 10. An occasion when people sit down to eat food; 11. The food that is eaten at a meal.
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The reflexive strategy, which allows not only to evaluate the results of the process of mastering the lexical material, but also to control it, evaluate its content, carefully understand one’s own activity, one’s internal state, and analyze oneself, plays a particularly important role. Reflexive strategy: analysis of the student’s emotional state; analysis of the content of the training; to analyze his successes and failures in mastering foreign language lexicon; comparison of the obtained result with the planned result in order to eliminate deficiencies in knowledge and work with errors; to determine the causes of errors and deficiencies; evaluate the achieved results; comparing achievements with the achievements of teammates (identifying one’s own “pluses” and “minuses”, mistakes of teammates; requires reforming future work with the lexicon.

The following are the examples of reflexive strategies: students keeping a diary of observations (Learner’s portfolio); finish the unfinished sentence (During today’s lesson I have got acquainted with.../found out.../learnt...); the principle of analyzing the attitude to the problem by filling in a table consisting of two columns: Before/Now (I didn’t know/understand/couldn’t realize, express...Now I think that/can...); the reception of the questionnaire (students answer questions such as: What knowledge did you get in the new topic? What was of special interest? What was done during the training? What was the goal? What results were achieved? What were the difficulties?–and other questions); the principle of independent evaluation of the work at each stage of the training (the teacher and students separate the

stages of activity in the training, then the students are invited to independently evaluate their work); mutual control principle for the purpose of critically evaluating the work of the students' communication partner, as well as for the purpose of managing them during pairs of work forms; the principle of joint work assessment in training (Me–my neighbor–group–class–teacher) [Sokolova, 2005: 19–26].

Educational strategies in the development of lexical competence are aimed at optimizing the process of mastering lexical units, their characteristics and structure in order to perform future speech–thinking tasks in the process of communication. The above–mentioned strategies for mastering lexical material are implemented within the framework of a special exercise system.

Conclusion

Special educational strategies such as the following are used in the process of forming lexical competence: stimulating; strategy for using graphic tools; language–systemist; probabilistic prediction strategy; compensator; reflexive. A motivational strategy and a strategy for using graphic organizing tools are necessary components of all work steps. The rationality of using the remaining strategies is related to the gradual implementation of the formation of lexical skills and work on lexical material.

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