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FORMATION OF LEXICAL COMPETENCE IN ENGLISH FOR STUDENTS OF HIGHER EDUCATIONAL ESTABLISHMENTS IN UKRAINE UNDER CONDITIONS OF BLENDED LEARNING

***Анотація.** У роботі розглядаються особливості формування англомовної лексичної компетенції у студентів вищих навчальних закладів України в процесі вивчення іноземної мови в умовах змішаного навчання. Увагу приділено важливості використання сучасних комп'ютерних технологій та інтернет ресурсів під час аудиторної роботи на заняттях з англійської мови, а також самостійної та індивідуальної роботи студентів. Підкреслено актуальність змішаного навчання (денного та дистанційного) у ході проведення занять з англійської мови, активне застосування якого сприяє ефективній взаємодії студентів та викладачів у навчальному процесі, розвиває творчі здібності студентської молоді, дає змогу використовувати на заняттях різноманітні методи, прийоми та засоби навчання (традиційні та новітні).*

***Ключові слова:** англомовна лексична компетенція, інтернет ресурси, змішане навчання, комунікативний підхід, фахова лексика, сучасні комп'ютерні технології.*

The key characteristics of modern educational process in Ukrainian educational institutions is the combination of different forms and methods of teaching students in order to train highly qualified, knowledgeable and competent professionals. The priority of higher education today is the study of foreign languages, dominant among which is English – the language of international communication, cooperation, negotiation, business documentation, etc. Besides it is a global language which is spoken in many countries as mother tongue. When people with different nationalities meet and are eager to communicate they try to find a common language, which is in most cases English one.

Issues on formation of foreign language communicative competence are widely studied by domestic and foreign scientists, in particular: S. V. Korol, S. V. Kozak, S. Yu. Nikolaeva, I. A. Zimnya, D. Hymes, M. Swain and others. It should be underlined that **communicative competence** implies a competence to communicate, that is to have the knowledge of the language and the correspondent skills in order to apply it in everyday life or professional situations for meeting communicative needs.

There exists a number of disciplines related to a foreign language teaching and studying, namely: “English”, “Business English”, “English (for specific purposes)”, etc., the focus of which is development of students` communicative skills (both oral and written).

Today one of the most promising and progressive methods in teaching English in higher educational establishments of our country is the use of **blended learning**, which is based on active combination of modern distance learning with traditional full-time and part-time studying. The use of blended learning techniques during English learning classes allows to apply modern methods and various forms of teaching simultaneously in order to form **English-language competence** with an emphasis on a communicative approach.

Communicative approach in teaching foreign languages is focused on the organic combination of conscious and unconscious components in the process of learning a foreign language, that is mastering the rules of operating the language models occurs simultaneously with mastering their communicative-speech function [2, p. 39]. This approach is aimed at development of students` personal qualities, their creative thinking, stimulation of cognitive and speech activity of participants in the learning process, in order to deepen knowledge and develop communication skills in English in a professional environment.

The study of subject-specific vocabulary is becoming increasingly important today. Knowledge of it contributes to the formation of lexical competence, which is a necessary condition for successful communication between interlocutors who are representatives of different countries, but work in the same professional sphere. As J. Richards points out, “vocabulary and lexical items are at the center of study and communication. No amount of grammatical or other type of linguistic knowledge can be used in communication or discourse without the mediation of a lexicon ”[4, p. 27].

Knowledge of English vocabulary, both common and subject-specific, is the key to successful communication, that is why enriching vocabulary should be, in our opinion, the goal of all students studying English. The principal aim of teachers is to

work actively in order to increase the productivity of learning and mastering lexical material, applying various approaches and techniques of teaching the language with the emphasis of communicative approach.

Nowadays a blended learning is becoming more and more popular all over the world. It's a convenient and inevitable form of studying in higher educational establishments of our country today, which is implemented under the guidance of highly-qualified teachers.

Under conditions of blended learning, vital role in modern educational process is played by application of up-to-date computer technologies and World Wide Web resources. At the lessons of English they are widely used for listening, reading, performing lexical tasks and tests, conducting discussions and debates. Application of **modern computer technologies** and relevant **Internet resources** helps to bring the learning process to a new, better level. It should be emphasized that in the process of learning new words, terminological units and language constructions, during the English learning classes, it is also effective to use textual information, images, diagrams and pictures that are available for viewing online; to interpret lexical items with the help of their definition using professional online dictionaries, reference books and glossaries; to study, as well as master active vocabulary by performing various types of tasks, as well as online tests under the guidance of a teacher.

It should be mentioned that blended learning implies a combination of self-study activities (listening to news and music, watching videos, learning to pronounce new words, terminological units, communication with other people in English, doing interactive quizzes, etc.) and classes supervised by a teacher. We should not forget that an important component of the study of new lexical material is the rational organization of independent and individual work of students, which should be purposeful, systematic and methodical. Constant expansion of vocabulary is a necessary condition for improving the level of communicative competence. Sources of new lexical material in English include both traditional – printed books, magazines,

dictionaries, and more modern, which rely on available online resources - online books, textbooks, dictionaries, audio and video materials in English.

The use of modern computer technologies, Internet resources, special multimedia programs, modern technical means in English classes, allows to optimize the learning process, contributes to better learning efficiency and can be implemented both during classroom learning and in the process of independent or individual studying. Today, organization of educational process, depending on the conditions and needs of education, is widely based on blended form of education, that implies combination of traditional (full-time and part-time) studying with distance learning, implemented with the assistance of the local network of a particular educational institution, or through the Internet [1, p. 7 – 8].

Thus, active study of foreign languages, English in particular, is a priority for modern higher education in Ukraine, which is aimed at meeting the needs of students and training qualified, competent professionals, ready and able to communicate in English at the household and professional level. Effectiveness of the formation of English-language lexical competence is based on professional and communicative orientation of teaching English-language disciplines with extensive use of distance information and communication technologies, as well as an active combination of distance learning and traditional form of studying.

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