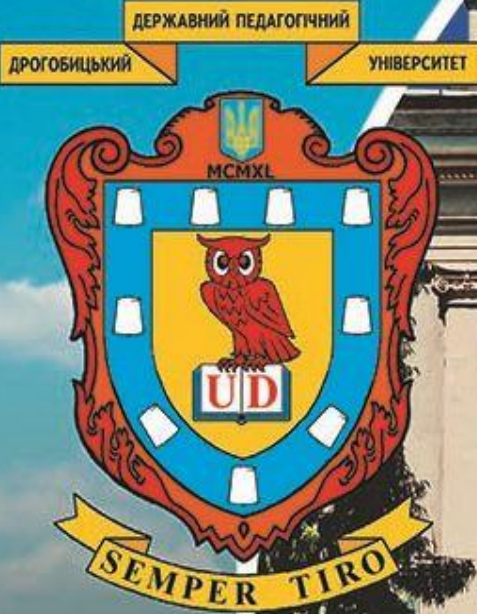


ISSN 2308-4634 (Print)
ISSN 2617-0825 (Online)



ЩОМІСЯЧНИЙ НАУКОВО-ПЕДАГОГІЧНИЙ ЖУРНАЛ
MONTHLY SCIENTIFIC-PEDAGOGICAL JOURNAL

МОЛОДЬ і РИНОК YOUTH & MARKET

ЩОМІСЯЧНИЙ НАУКОВО-ПЕДАГОГІЧНИЙ ЖУРНАЛ «МОЛОДЬ І РИНОК»

Молодь і ринок

ЩОМІСЯЧНИЙ НАУКОВО-ПЕДАГОГІЧНИЙ ЖУРНАЛ

№ 10 (230) жовтень 2024

Видається з лютого 2002 року

УДК 051 Журнал “Молодь і ринок” внесений до переліку наукових фахових видань України (категорія “Б”) у галузі педагогічних наук: 011 – Освітні педагогічні науки, наказ Міністерства освіти і науки України від 02.07.2020 № 886 (додаток 4). Спеціальності: 012 – Дошкільна освіта; 013 – Початкова освіта; 014 – Середня освіта (за предметними спеціалізаціями); 015 – Професійна освіта (за спеціалізаціями); 016 – Спеціальна освіта, наказ МОН України від 24.09.2020 № 1188 (додаток 5).

Засновник і видавець: Дрогобицький державний педагогічний університет імені Івана Франка
Україна, 82100, Львівська область, Дрогобич, вул. Івана Франка, 24
Видання зареєстровано Національною радою України з питань телебачення і радіомовлення.
Рішення Національної ради від 26.10.2023 № 1155, ідентифікатор медіа R30-01827

ISSN 2308-4634 (Print) “Молодь і ринок” індексується у таких базах даних: Google Scholar; Polish Scholarly Bibliography (PBN); **ERIH PLUS**; **Index Copernicus** (ICV 2019 = 85.80; ICV 2020 = 82.12; ICV 2021 = 85.55; ICV 2022 = 80.94; ICV 2023 = 84.92)

DOI: <https://doi.org/10.24919/2617-0825.10/230.2024>

РЕДАКЦІЙНА КОЛЕГІЯ

Головний редактор: Микола ГАЛІВ – *д.пед.н., проф., Дрогобицький державний педагогічний університет імені Івана Франка*

ЧЛЕНИ РЕДАКЦІЙНОЇ КОЛЕГІЇ

Іван БАХОВ – *д.пед.н., проф., Міжрегіональна академія управління персоналом*

Наталія БИШЕВЕЦЬ – *к.пед.н., Національний університет фізичного виховання і спорту України*

Галина БЛАВИЧ – *д.пед.н., проф., ДВНЗ “Прикарпатський національний університет імені Василя Стефаника”*

Ірина ЗВАРИЧ – *д.пед.н., проф., Київський національний торговельно-економічний університет*

Микола ПАНТЮК – *д.пед.н., проф., Дрогобицький державний педагогічний університет імені Івана Франка*

Тетяна ПАНТЮК – *д.пед.н., проф., Дрогобицький державний педагогічний університет імені Івана Франка*

Лукаш ТОМЧИК – *д.соц.н. (педагогіка), Педагогічний університет в Кракові, Польща*

Надія Лаура СЕРДЕНЦЮК – *к.пед.н., Сучавський університет імені Штефана чел Маре (м. Сучава, Румунія)*

Даніель УОЛЛЕР – *д.філос.н., Університет Центрального Ланкаширу (м. Престон, Великобританія)*

Марія ЧЕПІЛЬ – *д.пед.н., проф., академік АНВО України, Заслужений діяч науки і техніки України, Дрогобицький державний педагогічний університет імені Івана Франка*

Сергій ШАРОВ – *к.пед.н., Таврійський державний агротехнологічний університет імені Дмитра Моторного*

Олександра ЯНКОВИЧ – *д.пед.н., проф., Тернопільський національний педагогічний університет імені Володимира Гнатюка; д.таблїт., проф., Куявсько-Поморська Академія (м. Бидгощ, Польща)*

Адреса редакції: Україна, 82100, Львівська область, Дрогобич, вул. Івана Франка, 24

Тел. +38 (068) 502-45-49; e-mail: molodirynok@gmail.com; веб-сайт: <http://mir.dspu.edu.ua>

Рекомендовано до друку вченою радою Дрогобицького державного педагогічного університету
(протокол № 10 від 31.10.2024)

Посилання на публікації “Молодь і ринок” обов’язкові

Редакція зберігає за собою право скорочувати і виправляти матеріали. Статті, підписані авторами, висловлюють їх власні погляди, а не погляди редакції.

За достовірність фактів, цитат, власних імен, географічних назв, статистичних даних та інших відомостей відповідають автори публікацій.

Youth & market

MONTHLY SCIENTIFIC-PEDAGOGICAL JOURNAL

No. 10 (230) October 2024

Published since February 2002

UDC 051 The journal “Youth and market” is included into the list of scientific professional publications of Ukraine (**category “B”**) in the field of pedagogical sciences: 011 – Educational, pedagogical sciences, the order of the Ministry of Education and Science of Ukraine from 02.07.2020 No. 886 (Appendix 4). Specialties: 012 – Preschool education; 013 – Primary education; 014 – Secondary education (due to subject specializations); 015 – Professional education (according to specializations); 016 – Special education, order of the Ministry of Education and Science of Ukraine from 09.24.2020 No. 1188 (Appendix 5).

Founder and published: Drohobych Ivan Franko State Pedagogical University
Ivan Franko Str., 24, Drohobych, Lviv Region, Ukraine, postal code 82100
Edition is registered in the National Council of Ukraine for Television and Radio Broadcasting.
Decision of the National Council dated 26.10.2023 No. 1155, **media identifier R30-01827**

ISSN 2308-4634 (Print) “Youth and market” is indexed in such databases: Google Scholar; Polish Scholarly
ISSN 2617-0825 (Online) Bibliography (PBN); **ERIH PLUS**; **Index Copernicus** (ICV 2019 = 85.80; ICV 2020 = 82.12; ICV 2021 = 85.55; ICV 2022 = 80.94; ICV 2023 = 84.92)

DOI: <https://doi.org/10.24919/2617-0825.10/230.2024>

EDITORIAL BOARD

Head editor: Mykola HALIV – *Doctor of Pedagogic Sciences, Prof., Drohobych Ivan Franko State Pedagogical University*

EDITORIAL BOARD MEMBERS

Ivan BAKHOV – *Doctor of Pedagogic Sciences, Prof., Interregional Academy of Personnel Management*

Nataliya BYSHEVETS – *Candidate of Pedagogic Sciences, National University of Physical Education and Sports of Ukraine*

Halyna BILAVYCH – *Doctor of Pedagogic Sciences, Prof., SHEE “Vasyl Stefanyk Precarpathian National University”*

Iryna ZVARYCH – *Doctor of Pedagogic Sciences, Prof., Kyiv National University of Trade and Economics*

Mykola PANTYUK – *Doctor of Pedagogic Sciences, Prof., Drohobych Ivan Franko State Pedagogical University*

Tetyana PANTYUK – *Doctor of Pedagogic Sciences, Prof., Drohobych Ivan Franko State Pedagogical University*

Lukasz TOMCZYK – *Doctor of Social Sciences (Pedagogic), Pedagogical University of Cracow, Poland*

Nadia Laura SERDENCUC – *Candidate of Pedagogic Sciences, Stefan cel Mare University from Suceava (Romania)*

Daniel WALLER – *Doctor of Philosophy Sciences, University of Central Lancashire (Preston, UK)*

Mariya CHEPIL – *Doctor of Pedagogic Sciences, Prof., Academician of the Academy of Higher Education of Ukraine, Honored Worker of Science and Technology of Ukraine, Drohobych Ivan Franko State Pedagogical University*

Sergii SHAROV – *Candidate of Pedagogic Sciences, Dmytro Motornyi Tavria State Agrotechnological University*

Oleksandra YANKOVYCH – *Doctor of Pedagogic Sciences, Prof., Ternopil Volodymyr Hnatyuk National Pedagogical University*

Editorial office: Ukraine 82100, Lviv region, Drohobych, Ivan Franko, 24 str,
Tel. +38 (068) 502-45-49; e-mail: molodirynok@gmail.com; website: <http://mir.dspu.edu.ua>

Recommended for publication by Academic Council of Drohobych State Pedagogical University
(protocol No. 10, 31.10.2024)

Links to the publication of “Youth and market” obligatory

Edition reserves the right to shrink and correct the matter. Articles signed by author express their own point of view.

Authors of publications are responsible for the accuracy of facts, quotations, private names, geographical names, statistics etc.

Молодь і ринок

№ 10 (230) жовтень 2024

ЗМІСТ

Тетяна Паньок, Марина Обужована, Марія Квітка Професійне становлення майбутніх педагогів образотворчого мистецтва в процесі художньо-педагогічної підготовки.....	7
Вікторія Жигір, Валентина Перегудова Особливості організації технологічної практики бакалаврів професійної освіти за спеціалізацією.....	13
Інна Яшук, Наталія Казакова Пріоритети всеукраїнської дитячо-юнацької військово-патріотичної гри “Сокіл” (“Джура”) у формуванні в дітей та юнацтва оборонної свідомості.....	18
Світлана Кушнірук, Тарас Олефіренко Концептуалізація методології козацької педагогіки: з досвіду драгоманівського університету.....	24
Микола Корець, Володимир Шевченко, Юлія Шевченко Педагогічні умови формування в учнів здоров’язбережувальної компетентності засобами навчально-ігрових технологій.....	29
Леніна Задорожна-Княгницька, Ірина Хаджинова, Сергій Совінський Освіта дорослих в умовах воєнного часу: до дискурсу проблеми.....	34
Тетяна Атрощенко, Олена Бобирсва Психолого-педагогічні умови формування фахової компетентності майбутніх вихователів закладів дошкільної освіти засобами інтерактивних технологій.....	40
Галина Ткачук Методика використання різних форм та методів навчання під час вивчення програмування.....	45
Галина Яремко, Мар’яна Гавран, Тетяна Горохівська Академічна мобільність викладачів ЗВО: можливості та виклики сьогодення.....	52
Оксана Самойленко, Ірина Брюховецька, Тетяна Штайнер Педагогічні умови формування soft skills у майбутніх педагогів у процесі професійно-педагогічної підготовки.....	56
Володимир Товстоган, Тетяна Цегельник, Андрій Шевченко Інклюзивна компетентність педагога як запорука якості організації освітнього процесу.....	61
Людомир Філоненко, Марія Дерпак Фортепіанна творчість Володимира Івасюка: виконавсько-педагогічний аспект.....	66
Руслана Лоцман Фестивалі україноспіву: мистецько-просвітницький та педагогічний аспекти.....	71
Oksana Yefremova Basic concepts of the training system of future pediatric dentists by means of situation-communicative models of professional interaction.....	78
Світлана Іщенко, Павло Обухов Екологічна освіта та енергозбереження: формування свідомого підходу у майбутніх поколінь.....	82

Наталія Орлова, Тетяна Борисова Використання креативних технологій у проектуванні арт-об'єктів.....	87
Олена Муращенко Структура правосвідомості.....	91
Tetiana Helzhynska Academic staff training for academic entrepreneurship in the system of professional development.....	96
Даниїл Бойко, Людмила Щербак Особливості управління проектами у сфері послуг.....	101
Matanat Mirfayaz Mammadova Methods of learning English in Higher education based on oral speech.....	105
Галина Намачинська, Софія Стахів Теоретичні засади дослідження міжкультурної компетентності в учнів середньої школи.....	109
Наталія Науменко Реалізація моделі науково-методичної системи підготовки майбутніх учителів початкової школи до організації безпекоорієнтованого освітнього середовища в умовах ризиків....	114
Ольга Канарова, Анна Вознюк, Олександра Шикиринська Сенсорне виховання дітей дошкільного віку як засіб розвитку.....	122
Борис Качур, Мирослава Качур Акмеологічні засади професійного зростання майбутніх керівників закладів дошкільної освіти.....	127
Альона Пехарєва, Оксана Ільченко, Віталія Тарасова Професійна підготовка фахівців спеціальної та інклюзивної освіти: актуальні потреби та напрями розвитку на прикладі комунального закладу “Харківська гуманітарно-педагогічна академія” Харківської обласної ради.....	132
Gulshan Ogtay Hasanova Modern concepts of the humanistic approach in education.....	138
Катерина Бурдуваліс Діяльність шкіл національних меншин на Поділлі у 1864–1917 рр.	144
Галина Голя, Алла Хомярчук Формування національно-патріотичних цінностей у майбутніх учителів крізь призму історико-мистецької спадщини.....	149
Ганна Леськів-Бондарчук Педагогічні умови підготовки майбутніх фахівців з фізичного виховання до спортивно-оздоровчої роботи з людьми третього віку.....	155
Maryna Andrievna, Yaroslav Kolyaska The features of mastering foreign language vocabulary by students of non-language higher education institutions.....	160
Кирил Скіпенко Інтеграція методів художнього проектування в професійній підготовці молодших бакалаврів дизайну: теоретичний і практичний аспект.....	165
Арсен Немцев Емоційно-естетичні особливості музичної драматургії українського театру в Перемишлі XIX століття.....	170

Youth & market

No. 10 (230) October 2024

CONTENTS

Tetyana Panyok, Maryna Obuzhovana, Maria Kvitka Professional formation of future teachers of fine arts in the process of art and pedagogical training.....	7
Victoriia Zhyhir, Valentyna Peregudova Features of the organization of technological practice of bachelors of professional education by specialization.....	13
Inna Yashchuk, Nataliia Kazakova Priorities of the all-ukrainian children's and youth militarypatriotic game "Sokil" ("Dzhura") in the formation of defensive consciousness among children and youth.....	18
Svitlana Kushniruk, Taras Olefirenko Conceptualization of the methodology of cossack pedagogy: from the experience of drahomaniv university....	24
Mykola Korets, Volodymyr Shevchenko, Yuliya Shevchenko Pedagogical conditions for the formation of healthcare competence in students by means of educational and game technologies.....	29
Lenina Zadorozhna-Kniahnytska, Iryna Khadzhinova, Serhii Sovinskii Adult education in wartime conditions: to the discourse of problem.....	34
Tatiana Atroshchenko, Olena Bobyrieva Psychological and pedagogical conditions for the formation of professional competence of future educators of preschool educational institutions by means of interactive technologies.....	40
Halyna Tkachuk Methodology for using different forms and methods of teaching in programming education.....	45
Halyna Yaremko, Mariana Havran, Tetiana Horokhivska Academic mobility of HEI teachers: opportunities and challenges of today.....	52
Oksana Samoilenko, Iryna Briukhovetska, Tetiana Shtainer Pedagogical conditions for developing soft skills in future teachers during the process of professional and pedagogical training.....	56
Volodymyr Tovstohan, Tetiana Tsehelnik, Andriy Shevchenko Inclusive competence of the teacher as a guarantee of the quality of the educational process organization....	61
Liudomyr Filonenko, Mariia Derpak Piano creative works of Volodymyr Ivasiuk: performing and pedagogical aspect.....	66
Ruslana Lotsman Ukrainian singing festivals: artistic, educational and pedagogical aspects.....	71
Oksana Yefremova Basic concepts of the training system of future pediatric dentists by means of situation-communicative models of professional interaction.....	78
Svitlana Ishchenko, Pavel Obukhov Environmental education and energy saving: forming a conscious approach in future generations.....	82

Nataliia Orlova, Tetiana Borysova Use of creative technologies in the design of art objects.....	87
Olena Murashchenko Structure of legal consciousness.....	91
Tetiana Helzhynska Academic staff training for academic entrepreneurship in the system of professional development.....	96
Daniil Boyko, Lyudmyla Scherbak Characteristics of project management in the the service sector.....	101
Matanat Mirfayaz Mammadova Methods of learning English in Higher education based on oral speech.....	105
Halyna Namachynska, Sophia Stakhiv Theoretical basis of the research of intercultural competence in secondary school students.....	109
Nataliia Naumenko Implementation of a model of scientific and methodological system for training future primary school teachers to organize a safetyoriented educational environment under conditions of risks...114	114
Olha Kanarova, Anna Vozniuk, Oleksandra Shykyrynska Sensory education of preschool children as a means of cognitive activity development.....	122
Borys Kachur, Myroslava Kachur The acmeological bases of professional growth of future managers of preschool educational institutions.....	127
Alona Piekhariieva, Oksana Ilchenko, Vitaliia Tarasova Professional training of specialists in special and inclusive education: current needs and directions of development on the example of the municipal institution “Kharkiv humanitarian and pedagogical academy” of Kharkiv regional council.....	132
Gulshan Ogtay Hasanova Modern concepts of the humanistic approach in education.....	138
Kateryna Bourdouvalis The activities of national minority schools in Podillya from 1864 to 1917.....	144
Galyna Golya, Alla Khomyarchuk Formation of national and patriotic values in future teachers through the prism of the historical and artistic heritage.....	149
Hanna Leskiv-Bondarchuk Pedagogical conditions for training future physical education specialists for sports and recreational work with people of the third age.....	155
Maryna Andrieieva, Yaroslav Kolyaska The features of mastering foreign language vocabulary by students of non-language higher education institutions.....	160
Kyryl Skipenko Integration of artistic design methods in the professional training of junior bachelors of design: theoretical and practical aspects.....	165
Arsen Nemtsev Emotional and aesthetic peculiarities of musical dramaturgy of the Ukrainian theatr in Premysl in the 19th century.....	170

THE FEATURES OF MASTERING FOREIGN LANGUAGE VOCABULARY BY STUDENTS OF NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS

UDC 378.016:811.161.2'373.45

DOI: <https://doi.org/10.24919/2308-4634.2024.314387>

Maryna Andrieieva, Lecturer of the Ukrainian and
Foreign Languages Department,
Vinnytsya National Agrarian University
Yaroslav Kolyaska, 2nd Year Student of the Faculty of Engineering and
Technology, Vinnytsya National Agrarian University

THE FEATURES OF MASTERING FOREIGN LANGUAGE VOCABULARY BY STUDENTS OF NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS

The article is devoted to the study of the peculiarities of working with foreign language vocabulary. The main stages of developing the necessary skills of students during their studies are considered; tools and resources that help in learning vocabulary: online dictionaries, mobile applications and interactive exercises. Individual approaches to learning vocabulary are discussed, taking into account different learning styles and individual characteristics of students. Attention is focused on the importance of constant practice and the use of language skills in real-life situations to achieve success in learning a foreign language.

The course of study of a foreign language in a non-linguistic university is communicative, professionally oriented in nature and aims to develop the students' ability to exchange information in the sphere of professional activity. Of primary importance here is understanding, conveying content and expressing meaning. Communicative competence should be understood as a high level of proficiency of a university graduate in certain types of foreign language speech activity: reading, writing, listening, speaking for the purposes of professional communication.

The specific tasks of the students' work are: to teach students to independently master the language material offered by the teacher; to creatively use it in speech for the purpose of communication, to work on improving their speech, to use the means of self-monitoring the results of their work, thereby instilling in students the skill of independent work, necessary in their further activities after graduation.

Keywords: language; vocabulary; communication; student.

Ref. 9.

Марина Андрєєва, викладач кафедри української та іноземних мов
Вінницького національного аграрного університету
Ярослав Коляска, студент 2-го курсу інженерно-технологічного факультету
Вінницького національного аграрного університету

ОПАНУВАННЯ ІНШОМОВНОЇ ЛЕКСИКИ СТУДЕНТАМИ НЕМОВНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Статтю присвячено розгляду особливостей роботи над іношомовною лексикою. Розглядаються основні етапи формування необхідних умінь і навичок студентів при навчанні іношомовної лексики. Наводяться приклади завдань із семантизації та закріплення лексики, розроблені на основі сучасних автентичних матеріалів.

У статті під результатом навчання іношомовної лексики в немовному закладі вищої освіти ми розумітимемо сформовану сукупність лексичних знань, навичок і вмінь їхнього використання в різних контекстах, а також стратегію і тактику засвоєння лексичного матеріалу.

Ключові слова: мова; лексика; комунікація; студент.

Problem statement. One of the most pressing problems requiring new solutions at the current stage of higher education development is the need to improve English language skills.

Today, successful mastery of a foreign language is one of the prerequisites for obtaining an interesting job and professional growth in your chosen field of specialization.

Vocabulary learning plays an important role in students' foreign language learning. During the training process, an important task is to master the knowledge of the terms of the speciality and to acquire the skills and abilities to use professional vocabulary.

Vocabulary in the language system is a very important component of language activities: speaking, listening, reading and writing. The teacher's task is to help students fully master the vocabulary required by the course programme at all stages of learning. And this requires not only finding ways to improve the methodology of teaching speaking skills, but also great attention to the organization of language material.

Learning vocabulary should arouse students' interest, develop their desire to practically use a foreign language in their chosen profession, develop their speech and creative abilities, and teach them to work on the language independently, and thus differentiate and individualize the learning process. The teacher should use diffe-

rent forms of work in the process of learning a foreign language, individual and group.

The analysis of the state of foreign language teaching in non-linguistic universities today shows that there is a vocabulary of students that always allows them to develop the necessary communicative competence. One of the reasons for the poor and weak command of foreign language vocabulary by students of non-language universities is the insufficient development of some issues of foreign language teaching methods.

The need for research in this area is explained by the fact that the successful development of lexical skills directly depends on the solution of other topical issues of foreign language teaching.

Thus, the relevance of this work is determined by such important factors as:

- insufficient effectiveness of the methodology for teaching professional English vocabulary;
- imperfect selection of educational material for the formation and consolidation of students' vocabulary in the field of professional vocabulary;
- the need for further development of the methodology of forming students' English lexical skills, creation of a set of exercises for its study;
- high requirements for the level of foreign language proficiency of university students.

The learning of professionally oriented vocabulary by students will be more effective if the teaching is based on the principles of sequential development of the necessary skills and abilities in different types of language activities, a differentiated approach depending on the goals of vocabulary acquisition, and even the professional orientation of the teaching.

The practical value lies in the fact that the developed and practically tested methodology of teaching professional vocabulary can be used by teachers in practical English classes.

Vocabulary is an important aspect of learning a foreign language. Students' ability to communicate in a foreign language depends on the level of lexical skills and abilities. Mastering vocabulary is a big and time-consuming task, and the correct application of learning principles leads to a positive result.

The purpose and objectives of the study.

The purpose of the study is to identify effective strategies and methods for mastering foreign language vocabulary and improving students' language skills. The main goal is to identify the most optimal approaches that will ensure successful foreign language learning, taking into account the various factors and circumstances that influence this process.

The objectives of the study include:

- Analysis of the latest research in the field of foreign language learning and identification of their main conclusions and results.

- Identify the main problems and challenges that students face when learning foreign vocabulary and developing language skills.

- Analyze various methods and strategies used for learning foreign language vocabulary in order to identify their effectiveness and suitability for specific learning situations.

- Exploring the possibilities of using modern technologies and educational applications to improve the language learning process.

- Analysis of the features and effectiveness of different teaching methods in the context of learning foreign vocabulary and developing language skills.

- Identification of optimal strategies and approaches to language learning for different categories of students, taking into account their individual needs and characteristics.

- Developing recommendations for using the most effective methods and strategies for optimal foreign language learning and improving language skills.

Thus, there is a need to comprehensively strengthen the language training of future specialists in Ukrainian universities.

Analysis of recent research.

I. Beam, I. Zimnya, B. Kuzovlev, V. Sofonova, T. Se-rov, O. Tarnopolsky and many others have devoted their works to the role of a foreign language in the process of student training. The research is related to the problems of forming the language competence of future specialists, and also shows that students' language training usually does not meet the needs of modern society, production and the business world. As a result, young professionals are not able to perform their professional duties efficiently and effectively when working in a foreign language environment, with foreign-speaking colleagues or with representatives of other countries [3, 41–43].

New research is focusing on various aspects of learning, including teaching methods, motivational factors, the use of technology, and socio-cultural influences.

Regarding the use of technology in language learning, we can note that mobile applications such as Duolingo and Babbel can be effective tools for self-study.

They give you access to a variety of exercises, games and answers, which helps you to actively learn the language at any time.

It was found that intrinsic motivation, such as interest in the language or the need to communicate, can be more effective than extrinsic motivation, such as getting grades. Thus, stimulating intrinsic motivation can increase students' interest in language learning and improve their performance.

To summarize, the latest research in the field of language learning demonstrates the constant development and search for optimal approaches to teaching, confirms the importance of an individualized approach,

THE FEATURES OF MASTERING FOREIGN LANGUAGE VOCABULARY BY STUDENTS OF NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS

the use of interactive methods and technologies, and the stimulation of students' intrinsic motivation.

Using the word in different contexts and associating it with other words can help improve learning and comprehension. Learning a language in the context of real-life situations can be more effective than using isolated exercises or grammar rules.

Presentation of the main material.

Students will be able to communicate well in English if they learn all the basic structures of the language. You need to expand your vocabulary to be able to express yourself clearly in any situation. Students who can recognize an object and understand its meaning have a wider range of knowledge, but their productive use of vocabulary is usually limited. This is an area that requires considerable attention. You need to make sure that students understand the meaning of words and can use them correctly, taking into account oral and written speech, the degree of formality, and style.

Traditional vocabulary learning was limited to imagining a new subject that appeared during reading or listening. Indirect vocabulary learning is possible through the practice of other language skills, but it is not enough to ensure an expanded vocabulary. Vocabulary learning should be part of the curriculum and taught in a planned and regular manner.

Some authors argue that vocabulary should be at the centre of language learning because "language consists of grammaticalized lexis, not lexicalized grammar" [5].

For a list of aspects of vocabulary that need to be taken into account when teaching vocabulary, see Hearn and Redman:

- Boundaries between conceptual meanings: know not only what the vocabulary refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl).

- Polysemy: the distinction between different meanings of one word form with several closely related meanings (head: of a person, of a pin, of an organization).

- Homonymy: distinguishing between different meanings of the same form of a word that has several meanings that are not closely related (e.g. a file: used to put papers in or a tool).

- Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).

- Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).

- Affective meaning: the distinction between attitudinal and emotional factors that depend on the speaker's attitude or situation. Another important factor is the socio-cultural associations of lexical items.

- Translation: Awareness of certain differences and similarities between the native and foreign languages

(e.g. false cognates).

- Chunks of language: polysyllabic verbs, idioms, strong and weak phrases, lexical phrases.

- Grammar of vocabulary: learning the rules that allow students to create different forms of a word or even different words from a word (e.g. sleep, slept, sleeping; able, unable; disability).

- Pronunciation: the ability to recognize and reproduce objects in speech [7].

As a consequence of the above aspects, the aims of vocabulary learning are not only to cover a certain number of words in a list. It is necessary to use teaching methods that help to implement the global concept of knowledge of lexical items. Students need to be given the opportunity to use what they have learnt as well as effective written storage systems.

A clear understanding of how our memory works will help us create effective ways to learn foreign language vocabulary. Heirson cited a study of this process (1986).

Learning new vocabulary involves storing it first in short-term memory and then in long-term memory. We can't consciously control this process, but we need to take into account certain points: keeping information in short-term memory is inefficient, and long-term memory can store any amount of information.

Studies have shown that our "mental lexicon" is highly organized and efficient, and semantically related elements are stored together. The frequency of words is another factor that affects retention, so the more often we use words, the easier it is to remember them and the more confident we are in using them, grouping vocabulary into semantic fields such as topics (e.g. types of fruit) [7].

Oxford offers memorization strategies to help you learn. These strategies can be categorized as follows:

- creating mental connections: grouping, associating, placing new words in context;

- use of images and sounds: use of images, semantic mapping, use of keywords and imagining sounds in memory;

- reviewing;

- application of action: physical reaction or sensation, use of mechanical techniques.

These methods can be used to greater advantage, but tasks that offer the best response during vocabulary learning because they rely on learners' experience and reality to facilitate learning require learners to analyze and process language more deeply, which will help retain information in long-term memory [9].

The most important aspect of learning foreign vocabulary for active learners is independence, which will allow them to work with new vocabulary and expand their vocabulary after the course.

It is suggested to use EFL dictionaries starting from the intermediate level. Dictionaries are an invaluable tool when taught properly and give students inde-

pendence in learning from the teacher. Students can check not only the meaning of the word, but also the pronunciation, grammar (verb patterns, verb forms, plural, comparison), spelling, style, and examples that illustrate the use of vocabulary.

It can be noted that a word will be considered learnt if the student feels the need to know it or needs to use it in speech. Therefore, the decision to include a word in the productive vocabulary is entirely individual and depends on the motivation and needs of each student. The productivity of learning depends on motivation, which is based on an awareness of the student's needs and preferences. Task-based learning helps the teacher to use tasks that can engage the student.

It is worth noting that vocabulary is the basis of the communication process. If a student does not recognize the meaning of key words, he or she cannot participate in the conversation, even if he or she knows the morphology and syntax. But grammar is also important in learning, so these are not interchangeable processes with learning vocabulary. Both processes should be present in learning a foreign language. The vocabulary is stored not only as individual words, but also as phrases, word combinations, i.e. fragments that can be retrieved from memory, thus reducing the difficulty of constructing and processing an utterance. If you focus on learning individual words, it will take much more time and effort to express yourself.

Most students with "good vocabulary" have some problems with fluency because their communication skills are very limited, so the teacher should aim to increase their communication competence by using the vocabulary they already have. Students at Advance level are encouraged to build on the knowledge they already have, increasing the vocabulary they encounter outside of school.

The idea of what it means to "know" a word is also enriched by the component of singing.

According to Lewis, "the ability to use a word implies mastery of its collocation range and the constraints on that range" [8].

Using every opportunity to learn phrases rather than individual words is an achievable goal that works well in the classroom.

Let's take a look at some aspects of successful learning and memorization of new words and expressions. First and foremost, reading texts in the language studied by students, reading books, articles, news, websites, which allows you to replenish your vocabulary in different contexts.

In addition, you can use listening to audiobooks, music, watching films, which in turn greatly facilitates the process of mastering vocabulary and helps to improve listening skills and learn new vocabulary from context. You should regularly use the new vocabulary in written and spoken language, and practice communicating with native speakers or students so that you

can use what you have learnt in real-life situations. If you follow the above tips, you will be able to successfully master a foreign language and improve your language skills.

Methods to improve learning and mastering foreign language vocabulary:

1. Task-based learning. Language is a tool for communication based on the use of functions, vocabulary and grammatical structures. The process of language learning involves active use of the language in practical situations. Various types of classroom activities are aimed at completing specific tasks, during which students acquire the skills to interact effectively in the language. This approach focuses on the practical application of the language in real-life situations, promoting deeper learning and development of language skills.

2. PPP (Presentation-Practice-Production). This approach, known as PPP, involves starting with the presentation of new language concepts such as vocabulary or grammar. This is followed by the practice phase, where students practice using these concepts in a controlled environment, such as exercises or role-plays. In the last stage, students freely apply their knowledge in real-life situations or reproduce it in their own creative expressions.

3. Lexical Approach. The lexical approach to language learning focuses on the learning and use of lexical items, such as phrases, expressions and established speech patterns, without a heavy emphasis on grammar. Students pay attention to learning the language and various vocabulary expressions, often using texts and authentic resources for learning.

4. CLIL. Content and Language Integrated Learning. This approach means studying a specific topic or subject in a foreign language without focusing on grammar or other linguistic aspects. However, the process of learning the subject is integrated with the study of a foreign language, where classes are held in accordance with the subject in the language being studied. The linguistic foundations of this method are based on the principle of language acquisition. These are the general characteristics of the most commonly used methods, however, depending on the use of methods by different teachers with different experience, some parameters of the methods may change [2].

5. The method of associations. This method is based on memorising new words through associations; if a word is immediately associated with something, it is easier to remember. It is widely used due to its effectiveness in retaining new vocabulary in students' memory. Associative chains are based on the comparison of features or categories with each other, which allows them to be classified by similarity or relatedness. For example, summer is associated with warmth, sunshine and joy, while winter is associated with cold, snow and cosiness at home. Such associations can arise from well-known facts, such as the Statue of Liberty, which

THE FEATURES OF MASTERING FOREIGN LANGUAGE VOCABULARY BY STUDENTS OF NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS

is associated with the United States of America, or the Tower of London, which is known as a symbol of the United Kingdom. In addition, this method can be used to create paraphrases that make it easier to remember and understand, such as “black gold” for coal or “Foggy Albion” for England.

Cause-and-effect associations are key to the development of logical thinking and general learning. They help you memorize not only individual words, but also whole phrases and sentences. Events or facts are remembered for their consequences, and vice versa, and the consequences are recorded on the basis of experience. For example, when you use a polite construction in a conversation with a foreigner, you expect a certain result, such as the provision of a certain service or information.

The method of associations allows you not only to learn a language but also to train it effectively. Using this method, you can enrich your vocabulary, consolidate grammar rules and improve your pronunciation skills. It is important to note that this method consists of forming associative links between different linguistic elements, which contributes to better memorization and use of the language. In the process of learning, associations are formed by reading a word, becoming familiar with its transcription, repeatedly saying it, and using it associatively in different contexts [1].

Here is an example of apps that effectively help you learn a foreign language. *Duolingo* is an exciting language learning app that uses a group of games and activities to improve knowledge and skills.

Babbel provides a more personalized approach, taking into account the user's current level of knowledge and offering an individual learning plan.

Both apps help to develop communication skills, which is key to learning a foreign language. Learning a foreign language is inextricably linked to the formation of foreign language communicative competence, which, in turn, “can be seen as consisting of certain components: linguistic, sociolinguistic and pragmatic. Each of these components includes, in particular, knowledge, skills and abilities” [6].

Having mastered the vocabulary and the ability to express themselves on most topics of everyday communication: family, hobbies, work, travel, the latest news, etc., students usually stop developing lexical competence, showing less enthusiasm for mastering new, often complex, academic vocabulary that is outside their native language vocabulary [4].

The development of foreign language lexical competence is one of the most important ways to improve the quality of students' language training.

The lexical component is a part of both expressive and receptive language activities, and if students have acquired or, more importantly, have learnt to acquire lexical material and can use it in different situations, then it is safe to say that students have mastered both vocabulary knowledge and skills in all types of language activities.

Conclusions. To sum up, learning foreign languages is a necessary component of education and cultural development in the modern world. The expansion of international relations and the need to communicate with representatives of different cultures emphasize the importance of foreign language proficiency for successful personal and professional activities. Successful acquisition of foreign language vocabulary requires systematic approach, development of communication skills and motivation. Regular practice of a foreign language helps to achieve a high level of language proficiency and opens up new opportunities for personal and professional language growth, providing an opportunity to learn in an interactive and engaging way. Successful acquisition of foreign language vocabulary requires a combination of different learning strategies and methods, as well as a systematic and persistent approach to language learning.

REFERENCES

1. All-European recommendations on language education: study, teaching, evaluation [scientific editor of the Ukrainian edition, Dr. Ped. Sciences, Prof. S.Yu. Nikolayeva]. Kyiv, pp. 165–172.
2. Learning methods PPP, CLIL, Lexical Approach, Task-based learning: <https://nus.org.ua/view/bagato-metodiv-navchannya-inozemnyh-mov-kombinujte-yih/>
3. Educational and qualification characteristics of the bachelor: training direction 0919 “Mechanization and electrification of agriculture”. Kyiv: Naukmetodtsentr, 2019. pp. 41–43.
4. Features of the development of foreign language lexical competence of philology students. Olena Hladka. *Наукові записки*. 2022. С. 118–123.
5. Available at: <https://eezeenglishzone.wordpress.com/2016/08/12/teaching-vocabulary-to-advanced-students-a-lexical-approach/> (Accessed 28 Mar. 2024).
6. Available at: <https://buki.com.ua/news/metod-acotsia-tsii-dlya-vyvchennya-movy/> (Accessed 28 Mar. 2024).
7. Working with Words: A Guide to Teaching and Learning Vocabulary (Cambridge Handbooks for Language Teachers), 2018. pp. 147–149.
8. Lewis, M. The lexical approach. LTP. *National geographic*. 2019. pp. 115–127.
9. Language Learning Strategies Based on the Educational Concept of Innovation and Entrepreneurship. Open Access Library Journal, Vol. 3. No.6, June 24, 2021. pp. 1–6.

Стаття надійшла до редакції 30.09.2024

