THE FORMATION OF LEXICAL COMPETENCE OF FUTURE TEACHERS OF FOREIGN LANGUAGES BY MEANS OF INTERACTIVE METHODS

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The article examines the problem of the formation of lexical competence of future teachers of foreign languages by means of interactive methods. It has been determined that effective professional activity of foreign language teacher implies the free operation of a sufficiently voluminous lexical material. The formation of lexical competence consists in the formation and consolidation in the mind of the learner stable associative links between the sound/graphic form of foreign language lexical units (words, stable phrases) and their conceptual content. It has been found out the stages of the formation of lexical skills. The author points out that the use of interactive methods of training encourage interest in the profession; promote the efficient acquisition of training materials; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists. The method of discussion has been used to organize the activity in small and big groups as it provides the active inclusion of every student in search of the truth; to create the conditions for an open expression of his thoughts, positions, attitude to the subject and has a special ability to influence the installation of its participants in the process of group interaction. As any other form of work discussion needs to be organized. The organizer has to prepare a plan for discussion, during the discussion organizer skillfully compares alternatives, identifies inconsistencies and assists in their resolution; to follow the rules and does not permit the incorrect actions of the interlocutors.

Key words: lexical competence, interactive methods, discussion, professional training.

ФОРМУВАННЯ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНИХ МОВ ЗАСОБАМИ ІНТЕРАКТИВНИХ МЕТОДІВ

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Зміст статті полягає в дослідженні формування лексичної компетентності майбутніх учителів англійської мови засобами інтерактивних методів. Розглянуто етапи формування лексичної компетентності майбутніх учителів іноземних мов, особливості використання інтерактивних методів, зокрема метод дискусій. Автор приділяє увагу особливостям використання методу дискусій у вивченні іноземної мови, етапам роботи над ним. Розглянуто поняття "активний слухач", негативні та позитивні риси дискусії.

Ключові слова: лексична компетентність, інтерактивні методи, метод дискусій, професійна підготовка.

Problem statement. Analysis of the work of higher educational establishments suggests that there are contradictions between the creative nature of cognitive activity and reproductive nature of learning in the practice of higher education; the increasing amount of educational information to be learnt, and not sufficiently effective forms and methods of its transmission, the complexities of the modern teacher professional functions and underdeveloped ability of teachers to their creative execution.

Effective professional activity of foreign language teacher implies the free operation of a sufficiently voluminous lexical material. The teacher cannot restrict himself to a fixed set of clichés and classroom phrases, since every day in the process of carrying out professional activities he is confronted with non-standard situations in classes that require an immediate and adequate response in a foreign language. A competent teacher of foreign language should be not only a source of solid knowledge of his subject, but also a coordinator of creative, situationally conditioned communication. It is also necessary to mention that the amount of vocabulary of a student is a simple and clear index of the level of his proficiency in English as learners are always concerned

with the size of their English vocabulary. So, one of the main tasks in teaching English is to form lexical competence of students and interactive methods are in great help here.

Analysis of recent research and publications. The theoretical and methodological basis of interactive education is investigated in the works of M. Klarin, O. Pometun, L. Pyrozhenko, H. Selevko and others, as well as in the works of foreign specialists T. Alberh, L. Bradford, K. Fopel J. Hadfield and others.

The problem of the formation of foreign language lexical competence is the focus of attention of many scientists: the psychological background of learning foreign language vocabulary has been investigated by B. Belyaev, I. Zimnyaya; the theoretical foundations of teaching lexical competence are developed by N. Galskova, N. Gez, D. Beglar, V. Heusinger; scientifically based systems of exercises were created by I. Bim, N. Sklyarenko, E. Passov, R. Bogaards, C. Hudson.

Formulation of aims of the article. The aim of research is to point out the importance of formation of lexical competence of future teachers of English by means of interactive methods.

Statement of the basic material. The study of a foreign language includes two important aspects – cognitive (ability for mental perception and processing of external information) and communicative (ability to enter into communication). Without a cognitive element, that is, without knowledge of words, stable phrases and expressions, it is impossible to proceed to further communications or conversations in a foreign language, since it is from the words that phrases and sentences are built, and the more vocabulary of foreign words is, the easier it is to understand the written text and express your thoughts.

The multicomponent structure of foreign language communicative competence is represented by grammatical, lexical, language and sociocultural competences. The level of formation of foreign language communicative competence directly depends, among other things, on the quality of formation of lexical competence.

I. Korotkova define lexical competence as "the ability to recognize in oral and written texts lexical units, work with textual material in accordance with the learning task, use the learned vocabulary in the communication process, highlight simple word-building elements, use language guess in a complex textual situation in the process of reading and listening (international and complex words), which allows us to ensure successful mastery of the basics of all types of speech activity" [1, p. 149].

The components of lexical competence are: 1) lexical knowledge; 2) lexical skills; 3) lexical abilities; 4) language and speech experience; 5) personal qualities of learners.

The formation of lexical competence consists of the formation and consolidation in the mind of the learner stable associative links between the sound/graphic form of foreign language lexical units (words, stable phrases) and their conceptual content.

Proficiency in vocabulary is an important indicator of the level of foreign language communicative competence. In the national method of teaching foreign languages, a technology has been developed for working with words. Learning vocabulary is carried out in accordance with the stages of the formation of skills: Stage I – the stage of introduction, semantization of the new word and its initial reproduction; Stage II – the stage of situational training and the creation of strong lexical speech connections within specified limits in the same type of speech situations, i.e. the stage of automation of lexical units; Stage III – a varying situational stage – the stage of creating dynamic lexical speech connections, that is, teaching new combinations of familiar lexical elements in various contexts within specified limits (further improvement of lexical skills) [2, p. 94].

In the last decade the category of interaction was firmly established in the pedagogical vocabulary. Terms like interactive pedagogy, interactive didactics, interactive education, interactive strategies, etc. were introduced to offer understanding of the realizing accent on the qualitative definition of the pedagogical process as an interaction between the persons. In pedagogy interactive strategies

were introduced from sociology and social psychology where the interactionism is defined as a tendency which studies the behaviour in the joint determination of personal and situational factors.

The use of interactive methods of training encourages interest in the profession; promote the efficient acquisition of training materials; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists. The most popular methods are role plays, brainstorming, case study method, presentations and discussions. They develop communicative skills, logical thinking and different types of intellectual activity such as analysis, synthesis, comparison, and generalisation. These student-centred methods are highly appropriate, particularly for involving students more actively in acquiring knowledge, skills and strategies.

In our modern society discussion has become one of the main methods of the formation of solutions or the programs of the action; it is one of the most effective technologies of group interaction with special abilities in training, development and education. It is an activity in which people talk about main problem or question and tell each other their ideas and opinions.

Teachers often use discussion to organize the activity in small and big groups as it provides the active inclusion of every student in search of the truth; to create the conditions for an open expression of his thoughts, positions, attitude to the subject and has a special ability to influence the installation of its participants in the process of group interaction. To find out the truth, you need to research both positions. Also, you need a discussion in which people are not the enemies, but the interlocutors, and all of them aspire not to victory, but to the harmony, to understanding, through analysis and synthesis of opinion to unity of views on the issue.

Discussion can be effective and ineffective. The result of this collective, emotionally rich work depends on how organizers prepare it. It's necessary to choose the head of the discussion. In many cases the head of the discussion is a teacher, but we advise you to choose a student who is a leader in the group.

The whole process of the discussion goes through several phases or steps of the research problems. They are: informing (it is the organizer's introductory speech, in which he\she tells the theme of the discussion); argumentation (the speakers' statements with the justification of alternatives according to the problem); comments (this phase of the objections, doubts and questions from other people); refutation (at this stage, speakers neutralize objections and doubts and protects their alternatives); criticism (the check-out of the offered ideas, a reconstruction of argumentation with the aim to check its strength); the formulation of a solution (at this phase the discussion connects all speakers); the end (the organizer ends the discussion; determines the main solutions).

Discussion has both positive and negative sides. The positive qualities are: students deepen their knowledge; discover the potential of leadership; the development of the educational process; the development of self-confidence; a deeper mutual understanding and simplification of decision-making processes in the future; the development of the ability to negotiate on the most difficult problems of the educational activity.

The negative qualities are: dissatisfaction, bad mood; a lower degree of cooperation in the future; decide that your opinions and goals are positive and right and others' suggestions are wrong; the increasing hostility between the students; decrease of interaction and communication between them.

The teacher also needs to choose a strategy, taking into account individual peculiarities of discussion. Depending on the level of competence, we can divide participants into two groups: 1) strong and 2) weak. Strong are students who have a lot of information about the subject of the discussion, self-confidence, respect and credibility. Weak are those who have deep knowledge, but very hesitating.

Depending on the activity the participants identify the following types: empathetic (lead the discussion with interest), very active (very interested in the material), potential (neutral attitude to the problem), skeptics (the observers, not involved in the dispute). The organizer's attitude can be

very different: strong students need hard and important questions; the weak one need to ask for an explanation. It is very important to involve skeptics and less active students in discussion as soon as possible.

One problem mentioned above is that students are often bad at listening to one another. There could be many overlapping causes for this problem: students could find one another boring; they could be seeing a speaking activity purely as an activity that practices their speaking, without realizing that in order to speak effectively and with confidence a sympathetic audience is the first requirement; they may be so busy thinking out what they are going to say next that they have no time to listen to their partner. The problem is that students cannot look beyond their own personal goals to the fact that communication is always reciprocal in nature. People talk more confidently and fluently if their interlocutor is given their full attention and in turn will respond more directly and appropriately if they have listened to and are basing their reply on, what their partner has said, thus we speak about "active listening." This term and strategy are borrowed from counselling, and it is a way of responding in an interactive dialogue situation.

The key pointers to active listening are summarized below. The active listener:
- listens closely to what the speaker says, attending to the meaning conveyed through both verbal and nonverbal language;
- responds non-judgmentally, echoing in different words (reformulating) the gist of what was said either on the thought level or on the feeling level;
- refrains from agreeing or disagreeing with the content or the speaker's views;
- refrains from offering an opinion;
- refrains from offering advice or suggestions;
- is careful not to interfere with, interrupt, obstruct, or "sabotage" the speaker's flow of language [3, p. 26].

The productive exchange of views depends of largely on the competence of the interlocutors and their interest in the result of the discussion. Cosy room in which the participants can comfortably accommodate helps to establish a trusting, friendly atmosphere. Pre-designed rules in the beginning of the discussion need to be discussed and clarified with all parties. Discussion is more likely to lead to the truth (or common goal) than dispute, and intense emotional positions, desires to hurt the "enemy" in any way and to defend their opinions.

Conclusions from this study. Thus, the discussion is the battle of minds, but every battle needs to be organized. The organizer has to prepare a plan for discussion (how to make the entry, who must to speak first, in which order to exchange views, how to maintain interest in the dispute, how to execute the result.) During the discussion organizer skilfully compares alternatives, identifies inconsistencies and assists in their resolution, follows the rules and does not permit the incorrect actions of the interlocutors. This method helps to form lexical competence of students; it is often used on Stage III (a varying situational stage) where new combinations of familiar lexical elements in various contexts within specified limits can be taught. And we'd also like to mention that interactive methods in students' education are one of the contemporary pedagogic decisions for modernization and higher education quality.

LITERATURE

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