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N. P. Bulanova

*Belarusian National Technical University, Minsk, the Republic of Belarus*

## FOREIGN LANGUAGE LEXICAL COMPETENCE FORMATION AT A NON-LINGUISTIC UNIVERSITY

**Introduction.** Through vocabulary, a person's need for self-expression in the process of communication is realized. This fact determines its important place in teaching a foreign language, and the formation of lexical skills is constantly at the center of teacher's attention. Vocabulary is an essential component of speech activity.

Vocabulary, along with grammar, forms the basis of any language. With the accumulation and enrichment of vocabulary, students begin to master a foreign language. Therefore the process of studying basic active and receptive vocabulary is considered as information and cognitive process associated with the retention, storage, application of lexical knowledge and lexical units [1]. In this regard, the mastery of vocabulary to use in speech is one of the main tasks of teaching a foreign language at a university.

At the same time, the retention of active and receptive vocabulary should be based on different types of competencies (communicative, linguistic, sociocultural, etc.). Therefore, it is necessary to theoretically substantiate, design and apply a set of lexically oriented exercises that develop students' lexical competence at a non-linguistic university.

**Main part.** The object of our study is the process of forming students' lexical competence at a non-linguistic university. The subject of the study is to determine the role and characteristics of the formation of students' lexical competence. The main objective of the study is the theoretical justification of approaches to the formation of students' lexical competence and the development of a system of lexical exercises, taking into account the methodological sequence of the stages of formation of lexical competence and linguistic difficulties experienced by students in studying vocabulary.

The leading place in the process of achieving this goal belongs to the linguistic competence. It provides an understanding of the semantic segments of speech organized in accordance with the norms of a foreign language [2, p. 90].

In the process of development of the linguistic competence, the formation of lexical competence takes place — the ability to determine the contextual meaning of a word, compare its volume in two languages, identify in it specific features of the culture of the people speaking this language. Modern linguistics considers a language as a hierarchical structure consisting of a number of levels, which are characterized by its own set of language signs [3, p. 131]. At the lexical level, such units are words, phraseological and other set expressions, clichés, etiquette and speech formulas. A feature of the lexical system is its vastness.

At a technical university, students must learn the meanings and forms of lexical units and be able to use them in various communicative situations. The main stages to build vocabulary include:

- introduction and explanation of new words;
- primary consolidation of lexical units;
- development of skills to use vocabulary in various types of speech activity [4, p. 80].

Introduction of lexical units includes the explanation of their form, meaning and usage. The beginning of work on a word is of great importance for the successful formation of the lexical competence necessary for the implementation of different types and forms of speech. Primary consolidation involves the development of various aspects of the word: its form, meaning and use.

To work on the meaning of a word different exercises can be used, e.g., to distribute words into thematic groups, to match a word to its meaning, etc. The main principle of vocabulary retention is to use them in a phrase, and not in isolation.

Lexical exercises should help students to express their thoughts and hold a conversation in accordance with a given situation. This type of exercise can conditionally be called pre-speech, because students are placed in a situation where they are forced to repeatedly use a particular word or phrase, which contributes to its better retention.

Exercises aimed at mastering lexical skills are carried out in a certain sequence: question-and-answer exercises, using synonyms and antonyms, reproduction of lexical material (e.g., complete sentences using new vocabulary; ask questions to a text, etc.), prepare a dialog or a monologue.

We have developed special lexical exercises dedicated to a certain type of vocabulary, in our case, business vocabulary. Each series of exercises is devoted to the words of a certain topic, vocabulary necessary for specific types of situations; basic lexical units of a topic and other lexical configurations. All these educational activities are carried out to create and consolidate the business vocabulary. Here are examples of the exercises used to train the business vocabulary.

I. Replace the underlined words with their synonyms.

*to get the sack, career opportunities, to take a career break, to get ahead in a career, to make a fortune*

1. It is very difficult to climb a career ladder for the person who has just applied for a job.
2. He was fired because he had been constantly late.
3. The personal assistant took time off work to look after her baby.
4. This company offers excellent career prospects, so that every employee has a chance to be promoted.
5. Some people save money all their lives and by the time they are old, they become wealthy [5].

II. Guess the word according to its definition.

1. a company that is at least half-owned by another company, its parent company s.....
2. the way you do a particular job or activity p.....
3. the amount a company receives from sales in a particular period r.....
4. the amount of business done in a particular period, measured by the amount of money obtained from customers for goods or services that have been sold t.....
5. the total amount of goods or services that people or companies would buy if they were available d..... [6].

Throughout the entire educational process, we monitor the educational activities of students in various forms. Each stage of study is accompanied by formative and summative assessment, which helps to estimate progress that has been made during the whole course of studies. In addition, it helps to trace the dynamics of the process of optimizing the mastery of foreign vocabulary, to evaluate the effectiveness of the implementation of the developed teaching model.

**Conclusion.** In conclusion, the study has made it possible to develop and justify a system of lexical exercises for studying business vocabulary. For the better retention of lexical units, the principle of introducing vocabulary in a phrase is required, and the principle of lexical advancing in teaching foreign languages is also effective. We can also check how well our students have mastered lexical units through speech exercises in communication in the classrooms.

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R. J. Jafarli

*Nakhchivan University, Nakhchivan, the Republic of Azerbaijan*

## THE ROLE OF SEMANTIC AND PRAGMATIC MEANING IN THE FORMATION OF SLANG LEXICON

**Introduction.** The meaning of the word depends not only on the attitude to life events, mental activity, but also on its interaction with the lexical system of language as a whole. In a language, a word can have several meanings. However, not all of these symptoms are equally expressed in words. One of these traits plays a key role in the meaning of the word, while others play a non-essential role. In the process of semantic development in language,