

УДК 81'243-047.22:[37.091.3: 82...А/Я.01]  
DOI 10.31654/2663-4902-2024-PP-3-108-117

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**МЕТОДИКА ФОРМУВАННЯ ІНШОМОВНОЇ ЛЕКСИЧНОЇ  
КОМПЕТЕНТНОСТІ ЗА ДОПОМОГОЮ ЧИТАННЯ  
ЛІТЕРАТУРИ МОВОЮ ОРИГІНАЛУ**

*Вектор сучасної політики та стратегії України спрямований на подальший розвиток національної системи освіти шляхом її адаптації до умов соціально орієнтованої економіки, трансформації та інтеграції до європейської та світової спільноти. Визначені сфери розвитку вищої освіти пов'язані з приєднанням України до країн, що беруть участь у Болонському процесі. Глобалізація та інтеграція нашої країни у світовий, економічний, технічний, культурний та науковий простір супроводжується створенням спільних підприємств та підприємств, обміном науково-технічним досвідом. Ця тенденція нашої країни до європейської та світової інтеграції не може бути реалізована, якщо іноземним мовам (і англійській мові як домінуючій у світі міжнародної комунікації) не надається великого значення. Досягнення цієї мети – поширення оволодіння іноземними мовами серед усіх верств суспільства шляхом якісного навчання, що, у свою чергу, залежить не тільки від фонових знань, але і більш поглибленого вивчення та знання автентичної літератури мови, яка вивчається, оскільки це дозволить студентам краще опанувати іноземну мову з огляду на кліше, сталі вирази, виразні засоби та стилістичні прийоми, властиві саме їй. Лінгвістична іншомовна компетенція, що розвивається на основі вивчення та аналізу оригінальних творів, зокрема Агати Крісти, майстра детективного роману, допомагає фахівцям глибше зрозуміти нюанси та особливості мислення англійців, відповідність реакції стосовно того чи іншого висловлювання або дії героїв твору. Цьому допомагають автоматизовані репродуктивні лексичні навички (автоматизоване вживання лексичних одиниць у будь-якому різновиді мовлення: виклик із довготривалої пам'яті; відтворення у зовнішньому мовленні; миттєве сполучення з іншими словами; вибір відповідного стилю мовлення) або рецептивні лексичні навички (автоматизоване сприймання та розуміння лексичних одиниць в усному та письмовому вигляді: упізнавання та диференціація усної і письмової форм лексичних одиниць; співвіднесення з відповідним об'єктом чи явищем; обґрунтована здогадка про значення лексичних одиниць).*  
*Ключові слова: лексика, лексична компетентність, лексичні навички, лексичні одиниці, вища школа.*

**Introduction and topicality of the subject.** In connection with Ukraine's accession to the European general education space and the emergence of new requirements in modern life and education, there was a necessity for significant modernization and revision of the requirements of foreign communication competence, namely to its most crucial component – linguistic competence in the process of teaching and learning a foreign language in general and to its formation in teaching future specialists. Developing linguistic competence as a system is impossible without its structural components. Therefore, the main task of our research is to determine the components of the linguistic competence content, conditions, and levels of their formation.

**Research and publication analysis** testifies that scholars such as O.M. Shamov have studied the issue of teaching lexical units and the formation of linguistic competence in general and lexical skills in particular. O. M. Shamov, O.B. Tarnopolsky, etc. O. Shamov defines lexical competence, M. Dmytrusenko identifies the main components of linguistic skills, N. Halskova, I. Bim, V. Buchbinder, W. Strauss, H. Kytaihorodska, I. Korotkova highlight the principles of linguistic skills' formation. M. Pedanov, R. Lado, M. Latushkina, A. Zalevska, N. Nikolaev submitted their typologies of lexical units.

**They describe methods** and techniques for revealing the values of foreign words intended for receptive assimilation by students; O. M. Shamov analyses the action of the lexical mechanism in different types of speech activity; various kinds of exercises for teaching students English for specific purposes (ESP) including terminology have been made up (O.B. Tarnopolsky); V.D. Borschovetska has investigated the cognitive approach to teaching professional vocabulary and developed cognitive strategies to learn English economic lexis gradually.

**Purpose.** The article is devoted to the urgent problem of linguistic competence formation for future higher education specialists studying English. The research is a scientific justification of linguistic competence, the definition of features, principles, and methods of its formation, development, and implementation of a set of exercises for the formation of lexical, grammatical, and speech components in the educational process of would-be specialists while reading the works by Agatha Christie in the original.

**Presentation of the primary material. Linguistic competence** is a person's ability to correctly shape their statements and understand the speech of others based on the complex and dynamic interaction of relevant skills, knowledge, and linguistic awareness [2, p. 215].

The concept of «competence» is considered as «a range of the issues on which a person has knowledge, experience,» and the concept of «competent» is as such, «which has sufficient knowledge in any industry; which is well aware of something; thriving» [1, p. 40]. Under the concept of «competence,» it is necessary to understand the range of the individual's activity, which he is well aware of, «**competency**» is a much broader concept, covering the person's experience, skills, and knowledge that can be applied in solving the problem, taking into account the specific situation [9, p. 98].

Linguistic competency is based on a complex dynamic interaction of knowledge, appropriate linguistic skills, and lexical awareness – it is a person's ability to make up his statements correctly and understand the speech of others, namely, native speakers. The success of lexical competence formation, based on general linguistic lexical awareness, depends on the level of the already formed linguistic skills, the amount of knowledge gained by speech, and the dynamic interaction of these components. The formation of foreign language lexical competence involves an interconnected and interdependent set of foreign languages and the accumulation of lexical vocabulary, as lexical competency is formed in the process of communication activities of students, and communication competence is improved as lexical competence becomes better. The essence of a foreign language utterance is connected with the knowledge of a foreign language vocabulary. In this regard, it is justified to allocate a linguistic component as an essential structural unit of language competence formed in the study process. The Ukrainian methodologist V.A. Buchbinder

emphasizes that knowledge of a foreign language is associated with the knowledge of lexical units. In contrast, language proficiency is related to linguistic skills, which provide appropriate communication. Thus, linguistic skills should be considered as the most essential and integral component of the content of foreign language teaching, and their formation is the purpose of studying lexis.

According to O.B. Tarnopolsky, it should be noted that foreign languages are taught not only by graduates of the specialty «Language and Literature,» who were prepared directly before their profession. Very often, graduates of specialties «Translation» and «Applied Linguistics» participate in teaching a foreign language, which they have a good command of and even make it their primary profession. P. Naishen, a famous methodologist in language teaching, notes that lexical knowledge includes knowledge of an oral and written form of the word and its part of speech; the word meaning and its word-building means; the scope of usage and association concerning the word meaning, its synonyms, and antonyms; a grammatical form of the word, specificities of its combinability.

This article focuses on studying the consolidation of foreign vocabulary by reading the literature in the original language using Agatha Christie's works. It should be noted that a sufficient (according to the learning objectives) foreign vocabulary of those studying is one of the leading indicators of their level of language mastery. Reading is required to have a sufficient vocabulary. So, first, it is necessary to determine what vocabulary is. **Vocabulary** includes words, set expressions, speech cliché, idioms, and idiomatic expressions. They are all combined under the term «**lexical units**,» used further.

As practice shows, the opportunities for significant practice of each lexical unit in foreign communication must be increased. Developing an adequate methodology for teaching vocabulary under these circumstances, introduced in the learning process, depends on the optimal methodological distribution of the vocabulary minimum, which is disassembled for teaching. The lexical stock should be divided into a much larger **receptive** (reading and listening) and significantly less **reproductive** (speaking and writing), as emphasized in all existing foreign language teaching methods manuals. Both receptive and reproductive absorption of vocabulary, i.e., the required number of repetitions for such assimilation, depends on the lexical units' typology.

Let us examine the components proposed in the definition that form lexical competence – linguistic skills, knowledge, and linguistic awareness – more thoroughly. Vocabulary skills include automated reproductive or receptive action, which guarantees the accurate lexical design of one's speech and a correct understanding of other people's speech lexical design.

Receptive linguistic skills are the automated perception and understanding of lexical units in the oral and written form: recognition and differentiation of oral and written lexical units, their correlation with the relevant object or phenomenon, and a reasonable guess about the lexical units meaning. Reproductive linguistic skills are the automated use of lexical units in any speech: an extraction from long-term memory, reproduction in external speech, and instant connection with, in other words, the choice of the appropriate speech style.

Unfortunately, there is no exact data on what graduate students' vocabulary should be to meet the requirements of the minimum level of language proficiency for B2 (at technical universities) or C1/C2 (at pedagogical or linguistic universities). The vocabulary stock of technical students cannot be less than 2,500 lexical units (1700 of which are included in the receptive stock, and approximately 800 of them are included in the reproductive one), as was mentioned in the curriculum of foreign languages for technical students within the last 30 years of the previous century.

Involving the materials in a foreign language (in this case, reading literature in the original) in a teaching process actively stimulates speech, expands the boundaries of the student's cultural memory, and helps overcome language and psychological barriers [7]. It is necessary to constantly improve the ways of teaching lexical material and to look for new

opportunities to increase its efficiency. The presented article gives examples of how to encourage students to start reading works by Agatha Christie in the original because her literary works are perfect for those students who have already mastered grammatical and lexical material to the degree that lets them further learning. We cannot help but emphasize that the language in her artistic works is straightforward and straightforward and has neither complex descriptions nor sophisticated philosophical reflections. The plots are simple, and the descriptions of the characters are concise. Suppose a student picks up a detective novel. In that case, he does not need to be afraid of the difficulties that arise when reading in a little-known language: he needs a little experience, a fantastic world with an exciting plot, and specific features of English that will open before him.

Thus, there are three reasons for choosing Agatha Christie's literary works to read the original: content, conciseness, simplicity of language, and popularity (most people like to read detective stories). Suppose you take the works by the author for optional reading. In that case, you need to explain to the students that the necessary condition is regularity and the art of small steps, and it is better to start with small stories and then move on to more significant works. The works which arouse students' interest in studying text are selected from English literature. Such texts are designed to form skills and abilities of different types of reading: scanning, skimming, and intensive and extensive reading, which are provided by the developed system of methodological techniques and implemented in various exercises. While studying any subject (and a foreign language is not an exception), students perform many exercises and tasks to remember better, develop, and consolidate new knowledge and skills. Forming an effective exercise system is essential; after all, it consistently covers the development of all skills, makes students interested, gives them an incentive, and meets all methodologically necessary characteristics. Students show better results and get knowledge that is more accessible. So, the fundamental problem is to provide future teachers with modern methodological technologies, making up exercises and tasks.

In the given article, we will consider structural and typological aspects of exercise systems and provide examples of exercises according to their types. They can be used to teach oral speech in discussion, interpreting, monologue, conversations, and games. These guidelines will help form students' general language competencies, which are an additional incentive to improve their oral and written skills in professional fields.

In the methodology of teaching foreign languages, the typology of exercises is based on specific criteria: 1) direction to the reception or output of information (receptive, reproductive, receptive-reproductive, productive); 2) motivation (motivated, unmotivated); control level (fully-, partially-, little controlled); 3) the presence/absence of a game component; 4) the way of performing the exercise (individual, pair, in groups, teams); 5) the performing (oral, written); 6) the role of a mother tongue (monolingual, bilingual); 7) the being communicative (communicative, non-communicative, conditionally communicative) [2, p. 228].

To form the students' linguistic competence, we will consider the following exercise types in detail: non-communicative (responsible for the formation of receptive and reproductive skills), conditionally communicative (accountable for the process of automated lexical units) and communicative exercises (direct use of the learned lexical units in practice).

A group of students from a technical educational institution was offered «The Adventure of the Cheap Flat» by Agatha Christie [15] for additional reading. Before reading and mastering new lexical units, ten students had to do a vocabulary test. The results showed that 10 % of students did the test making few mistakes, one-third of the correct answers comprised 20 %, and 70 % of students had less than half the correct answers. **After the test**, the students read and translated Agatha Christie's stories independently, with several unknown words in every specific story. Approximately 10% of students did not know up to 50–80 words, 20 % came across 80–90 unknown words, and 70% were unfamiliar with at least 91 words.

Furthermore, the exercises mentioned above were developed to form skills in reading and comprehending English texts, and new lexical units in speech were practiced. The lexis, which had to be studied, had been defined in advance because it was usually difficult to predict unknown words with maximum accuracy. After all, the group of students had a different vocabulary and a different level of knowledge. After reading and translating the story, a number of exercises were performed to learn the material. It should be noted that in this article, we use such a division into types of exercises as «non-communicative,» «conditionally communicative,» and «communicative». Performing lexical exercises is the leading work content in the second stage of processing lexical units from the minimum secondary basic vocabulary. All training lexical exercises, both conditionally communicative and non-communicative, are divided into those aimed at receptive or reproductive vocabulary absorption.

Some examples of non-communicative and communicative exercises are presented below. Due to these exercises, students improve their speaking skills using the vocabulary of this story. The exercise of this kind, given below, is non-communicative because it is being built not on sentences but on words and phrases, etc. All the exercises given as examples in the presented article are based on the story «Adventure with a Cheap Apartment» by Agatha Christie (Agatha Christie «The Adventure of Cheap Flat») [15].

Such non-communicative exercises can be dealt with either the selection of synonyms or synonymous phrases or antonyms, as it is shown in the exercise below.

**Exercise 1. Find the words and phrases with the same meaning:**

1 triumphant unraveling	a strange
2 philanthropy	b charity
3 house-hunting	c solemn discovery
4 shrewd	d a flat with ghosts
5 a haunted flat	e a going away silhouette
6 promptly	f flat searching
7 spring	g profit
8 queer	h common
9 retreating figure	i quickly
10 transparent simplicity	j clear plainness
11 trivial	k jump
12 gain	l put into action

The following exercise is an example of a conditionally communicative one. The educational activities of such exercises are conducted on a coherent, meaningful fragment of written communication using communicative actions (reading a coherent English text), and substituting one of the provided words in the given gap is, in fact, a process of externalized and slow motion pattern performed by a person while reading a text. One needs to recognize and understand in it a word as familiar. Thus, in this case, there is a conditional reproduction of something similar to honest communication in the reading process to be recognized and understood. The development of lexical units in this exercise is based on their reception, so it is called receptive because students did not use active reproduction from memory.

**Exercise 2. To answer points 1-8 below, read the text and decide which answer (A, B, C, or D) fits the gap better according to the context. The example is given at the beginning (0):**

We thanked him and said that we 0) C understood it would be 1) \_\_\_\_\_ no good, but that we should like an order all the same – just in case. And we went there 2) \_\_\_\_\_ in a taxi; after all, you never know. No 4 was on the second floor, and just as we were waiting for the 3) \_\_\_\_\_, Elsie Ferguson – she is a friend of mine,

Captain Hastings, and they are looking for a flat too – came –4) \_\_\_\_\_ down the 5)\_\_\_\_\_.

'6) \_\_\_\_\_ for you once, my dear,' she said. But it's no good. It's already let. That seemed to finish it, but – well, as John said, the place was very 7)\_\_\_\_\_, we could 8) \_\_\_\_\_ to give more...

I assured her that I 9) \_\_\_\_\_ – that in the struggle for the house – room the baser side of human nature frequently triumphed over the higher and that the well-known rule of dog eats dog always 10)\_\_\_\_\_.

0	A fairly	B troublesome	C quite	D eagerly
1	A probably	B equally	C cloudy	D terribly
2	A forward	B straight away	C final	D attract
3	A room	B wonderful	C premium	D lift
4	A stopping	B applying	C waiting	D hurrying
5	A banisters	B stairs	C apartment	D roof

Reproductive lexical exercises are built according to a similar scheme. Exercises like the one below can be used to practice idiomatic expressions and phrase verbs in English. They differ from the receptive exercise above due to the lexical units to be inserted; the students should choose not from the list attached to the exercise but from their memory, referred to in this text. Such an exercise is also conditionally communicative for the same reasons as the example of the receptive exercise to which reference was made:

**Fill in the gaps using the words from the text:**

1. So far, in the cases which I have recorded, Poirot investigations have started from the central fact, whether a murder or robbery and have proceeded, thence, by process of logical deduction to the final\_\_\_\_\_.

2. The present occupants must be lunatics with a taste for\_\_\_\_\_.

3. ...the talk fell, as it was bound to do sooner or later wherever Parker found himself, on the subject of \_\_\_\_\_ in London.

4. His moves were nearly always accomplished at a slight financial gain, for he had a shrewd business head, but it was sheer love of the sport that \_\_\_\_\_ him, and not a desire to make money at it.

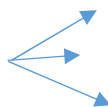
5. «Never head of \_\_\_\_\_,» declared Parker decisively.

Speech practice is performed directly through purely communicative exercises that reproduce and model communication in all its parameters. To some extent, only communication itself is conditional artificial since there is no natural need to conduct it in a learned foreign language (all participants in the foreign language educational process in a monolingual classroom, mainly including the teacher himself, are speakers of the same native language), that is, foreign language communication is entirely educational. But this in no way reduces the highly communicative and authentic nature of communicative exercises in terms of being communicative.

An example of a communicative exercise for developing speech skills can be in the scheme, so students are most interested in concise information that can be presented in the form of comparative tables, drawings, diagrams, etc.

How are the characters in the story related? We can answer this question due to the diagram:

HeculePoirot \_\_\_\_\_  
 CaptainHastingsGeraldParkings \_\_\_\_\_  
 MrsRobinson \_\_\_\_\_



In this case, these are exercises for reading an authentic text with further discussion. Here are examples of communicative exercises to develop students' speaking skills.

Such exercises accurately reflect the course of speech communication, that is, what people do when communicating using any language. The following can be an example of such exercises:

1. Describe the young Robinson couple.

2. Agatha Christie skillfully describes her characters. The heroes themselves express an opinion about each other. Reread the text and analyze who characterizes the main characters and which is positive or negative.

3. Explain the meaning of the critical phrase that enables Poirot to solve a crime: «*The remarkable cheapness of your friend's flat*».

Even without additional analysis, it is clear that such an exercise as a role-playing one is quite communicative, in which communication is most accurately reproduced in a particular problem-solving situation when each communicator performs a specific communicative role and communicates accordingly. These exercises accurately reflect the course of actual speech communication, that is, what people do when they communicate using the means of any language.

An example of such an exercise can be:

Make up a dialogue between a) Gerald Parkins and Captain Hastings and b) Hercule Poirot and Captain Hastings.

After doing several exercises to practice lexical units, students were offered another test. After mastering the linguistic material, the test results were as follows: 25 out of 30 correct answers comprised 10 %, 24–11 correct answers comprised 35 %, and less than 10 correct answers comprised 55 %. During the investigation, you see that vocabulary is more mastered after several exercises and tasks. You can consider many more types of training lexical exercises, both non-communicative and conditional-communicative, as well as receptive and reproductive. For example, there are types of exercises for grouping vocabulary (by meanings and formal features), distinguishing words with close but different meanings, preventing confusion in the understanding and use of such words, highlighting shades of the lexical units meaning, mastering the specificities of their use and compatibility with other words, etc. However, the given examples are enough to demonstrate the characteristic features of exercises for automation in training, recognition, and understanding by students of the introduced lexical units in other people's speech and their subconscious use of these units in their remarks. The only thing remaining to add is to specify a great desire to execute a vast array of similar lexical exercises extracurricular, i.e., in students' independent (home) work, which presupposes the teacher's further check or cross-check and in the classroom. Those who learn through extensive reading become self-acquainted with new lexical units, understand their meanings, features, and forms, and use and combination (through guesswork, work with dictionaries, reference books, etc). Assimilation, as already noted, is carried out gradually due to the constant coming across this or that lexical unit in extensive reading.

**Conclusions of the research and perspectives.** So, the article presents examples of creatively using various works of art and other materials. The work on new foreign language vocabulary for learning at a university described in the article only covers some forms of such work.

**Practical value:** the results of the work performed can be applied while conducting lessons on methods, pedagogy, or a practical foreign language course, drawing up syllabus and developing a system of exercises to master lexical material. Also, the work can be helpful for students of higher educational institutions during independent learning of foreign languages.

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## **METHODOLOGY OF FORMING OTHER LEXIC COMPETENCY DUE TO READING LITERATURE IN THE ORIGINAL**

*Ukraine's vector of modern policy and strategy aims at further developing the national education system by adapting to the conditions of a socially oriented economy and transforming and integrating into the European and world community. The identified areas of higher education development are due to Ukraine's accession to the countries participating in the Bologna Process. Creating joint ventures and enterprises promotes the exchange of scientific and technical experience. The increase of foreign language competence accompanies globalization and the integration of our nation into the world's economic, technical, cultural, and scientific space. Our country can only realize this tendency towards European and world integration by giving foreign languages (and English as the world's dominant language of international communication) great importance. To achieve this goal is to spread mastering foreign languages among all strata of society through qualitative teaching. Linguistic foreign language competence, which develops based on the study and analysis of original works, in particular Agatha Christa, the master of the detective novel, helps specialists to understand better the nuances and peculiarities of the thinking of the English, the correspondence of the reaction to this or that statement or action of the characters of the novel improved by automated reproductive lexical skills (automated use of lexical units in any speech: challenge from long-term memory; reproduction in external speech; instant pairing with other words; choice of appropriate speech style) or receptive lexical skills (automated perception and understanding of lexical units in oral and written form: recognition and differentiation of oral and written forms of lexical units; correlation with the relevant object or phenomenon; reasonable guessing of the meaning of lexical units).*

*Key words: vocabulary, linguistic competence, lexical skills, lexical units, higher school.*