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## ENRICHMENT OF STUDENTS' VOCABULARY FOR THE SUCCESSFUL COMMUNICATION

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*The article researches vocabulary enrichment for students-philologists as an essential step in the process of developing potential teachers' communicative competence. The role of expanding students' vocabulary is essential for future schooling. The expansion of one's vocabulary is linked to several other aspects of the language learning process.*

*The assimilation of instructional content on any subject would be greatly aided by solving problems of vocabulary enrichment. The issues with expanding students' vocabulary are various, though they can be grouped into two categories: how potential teachers acquire information and which strategies are most successful for improving student vocabulary.*

*Such issues are deeply entwined: a certain language necessitates using certain methods, and vice - versa, a certain method requires a certain amount of vocabulary. For every student, vocabulary enrichment is the basis of developed speech, which is not only a means of communication, but also an engine of intellectual development, a tool of cognition and a self-education.*

**Key words:** *word, vocabulary, strategies, communicative competence, language.*

### **Introduction**

The steady increase in the level of informatization and the science intensity of labor and everyday life, the complication of the spiritual and mental life of society sharply raise the question of improving the culture of communication, one of the obligatory and irreplaceable components of which is speech. Unfortunately, the speech of many students is characterized by relative vocabulary poverty. Students do not own many words that serve both to name objects, phenomena of reality, and to express their attitude to the expressed thought. All this forces us to make high demands on the vocabulary of students and on the correctness of the sounding speech.

The purpose of the article is to search for methodological means of improving the quality of teaching students, competent specialists, fluent in the language, able to accurately, clearly, competently, expressively convey their knowledge, thoughts and feelings.

The development of communicative competencies is the process of mastering a language, the ability to use it as a means of knowing the world around us, assimilating the experience accumulated by mankind, and as a powerful means of communication, human interaction. The development of speech, vocabulary of students, mastering the wealth of the language are the main tasks of personality formation, mastering the values of national culture, closely related to the mental, moral, aesthetic development of the future teacher, on whose communicative competence the level of education and student education. To achieve this goal, it is necessary to solve the following tasks: studying the possibilities for increasing the lexical stock of students; analysis of techniques for interpreting the lexical meaning of words; systematization of types of lexical and semantic exercises in the educational process.

### **Materials and methods**

In solving these problems, an important role belongs to the language course. It contributes to the formation of arbitrary, detailed speech, teaches it to plan [1, 272]. In the classroom, the teacher asks students to learn how to give full and detailed answers to questions, to tell according to a specific plan, not to repeat, to speak correctly, in complete sentences, to retell a large text coherently. In the process of educational activity, students master active, programmed,



communicative and monologic speech, which presupposes a significant expansion of their vocabulary. The primary function of the teacher is to constantly work on enriching and developing the vocabulary of students' speech, because the more words a person speaks, the more concrete the communication between people both orally and in writing [2, 42].

Each teacher must organize the work so that the student ultimately learns to think, reflect, compare, compare, draw conclusions, find the right words at the right time that clearly and logically express his thoughts, know the meaning of the necessary set of words that help him exactly understand others. Competent oral speech contributes to the speed, ease of communication between people, gives the speech communicative perfection. Such skills are impossible without a rich vocabulary, the ability to independently work with the vocabulary, to gain knowledge from them.

One of the directions in the work on the formation of communicative competencies is the enrichment of vocabulary one of the main tasks of teaching a language, a condition for successful speech development, assimilation of knowledge and skills in the language. This means improving their pronunciation and auditory culture, forming good diction, developing expressiveness of speech, and enhancing the culture of a living word. Actualization of words is based on previous experience and students' knowledge of the role of context in the manifestation of the lexical meaning of a word, stylistic properties and the scope of their use, the compatibility of words with each other. Therefore, the main attention of students is directed to developing the ability to create and edit their own text [3, 448].

The theoretical basis for enriching speech is the vocabulary sections in which concepts that are basic for communicative competencies are studied: the lexical meaning of a word (on its basis, concepts of unambiguous and ambiguous words, synonyms, antonyms, paronyms, etc.) and lexical layers of the language (generalized concept, revealed through more specific concepts: common, professional, dialect words, etc.). Work on these sections contributes to a significant increase in the vocabulary of students' speech, the development of scientific concepts and terms. Here, students master self-control methods that help to monitor the correct use of words in their own speech: they learn to compare a word in a sentence with a number of lexical synonyms and choose the right one; it is appropriate to use words in the text being created, to detect unsuccessful word usage in the text, to replace the unsuccessfully used word with another, more appropriate one; evaluate texts in terms of vocabulary [4, 370].

The development of communicative competence is a controlled process that follows the path of expanding the vocabulary. Therefore, the teacher's goal in all lessons is to include work with new words, while revealing their meaning and relying on the already established vocabulary, so that previously learned words are not forgotten, and newly acquired words are better understood and remembered. At the same time, it is necessary to develop a habit among students to use these words when solving specific educational problems, since the passive stock is just an aid for passive speech, for understanding, and the active vocabulary helps to express a thought.

An important role in the enrichment of the vocabulary of philology students is played by the development of their interest in mastering the word, in replenishing their personal vocabulary. Only by forming an interest in language classes, it is possible to more successfully solve the problems of expanding their vocabulary, including the formation of their attention to unfamiliar words in the text heard or read. Students' lack of interest in unfamiliar words, inattention to them is one of the reasons that impede the enrichment of their vocabulary [5].

As you know, vocabulary is a set of elements that are in regular relationships and together form a certain integrity. In the process of functioning, words are organized into a system and make it possible to discover such interrelationships that make the lexical-semantic system self-organizing. Only ordered, systematized and organized information is easier to remember and easier to retrieve from memory. If it is necessary to use a particular word, a person does not go through the entire dictionary, but somehow limits his search with lightning speed [6].



Indeed, one of the main basic tasks in learning a foreign language is to increase the number of actively used words, which improves the level of literacy of a person and introduces a significant variety in his speech. To memorize new words well, you need to spend a lot of time and make every effort. Types of memory can be classified into three types: short-term (deals with the processing of information immediately at the moment of its receipt), medium-term (reproduces information received recently) and long-term (capable of storing part of the information throughout its life). In addition, memory can be passive and active. Thus, in order to replenish the vocabulary of the English language, it is necessary to organize the memorization of new words so that the information is deposited in long-term memory and reproduced by its active department [7]. This can be done quite simply if you use modern techniques for memorizing new information. As you know, for the best development of communication skills, it is necessary to master new teaching methods and strategies aimed at developing such activities as speaking, reading, writing and listening. To solve the set tasks, certain intellectual skills are required, the formation of linguistic, sociolinguistic and pragmatic competence [8].

Comparison of a foreign culture with the culture of one's own country should not be a cultural shock, but on the contrary, as W. von Humboldt wrote: "Through the diversity of languages, the wealth of the world and the diversity of what we learn in it are revealed to us; and human being becomes wider for us, since languages in distinct and effective features give us different ways of thinking and perception" [9].

#### **Results and discussion**

Awareness of the shades of the lexical and grammatical meanings of words, word forms, constructions, as well as their stylistic features, areas of use contribute to the improvement of the speech of future teachers [10]. In language classes, a complex system of enrichment and activation of new words, both special in the subject and common ones, is implemented, which is called vocabulary work and is considered as an integral part of the system for the development of students' communicative competencies.

Lexical work is carried out mainly with the involvement of dictionaries. The following exercises are used to develop vocabulary skills:

- indicate polysemantic words (dialect words, neologisms, etc.);
- choose synonyms (antonyms, homonyms, etc.) for the given word;
- find in the explanatory dictionary dialectal (professional, etc.) words, phraseological units;
- determine the meaning in which the highlighted (indicated by the teacher) word is used;
- compose a dictionary entry for such and such a word (according to its contexts), compare with the definition of an explanatory dictionary;
- make sentences with the specified meaning of this word;
- find a lexical error in this sentence.

Exercises in these linguistic sections include other lexical tasks related to word formation, grammar, and stylistic topics. Dictionary and spelling work is also adjacent to lexical work. Taken together, these exercises form the following lexical skills among students: to interpret the lexical meaning of common words; determine the lexical meaning in which the word is used in the sentence; select synonyms and antonyms for the word; find dialectal, outdated and professional words in the text; in the process of text analysis, find words that are predominantly characteristic of various functional styles; use basic dictionaries [11, 26].

The analysis of students' communicative competencies shows that the main lexical mistakes they make are mistakes in word usage, in word choice: inaccuracy of the chosen word (synonyms, paronyms), the use of dialectal and colloquial words in literary speech, unmotivated use of words of different stylistic affiliation, repetitions of the same word or related words, misuse of words with a phraseologically related meaning, unsuccessful use of images, violation of word compatibility, use of unnecessary words [12, 45].



The elimination of the above errors is achieved by purposeful methods, tasks and lexical exercises, which involve: detecting new words or new meanings of previously encountered words in the text, composing new combinations of them; explanation of the meanings and the appropriateness of their use; use of various dictionaries; analysis of the composition of words and methods of their formation; selection of related words; selection of synonyms, antonyms; differentiation of homonyms; compiling your own dictionaries; work with educational dictionaries; an explanation of the spelling of difficult words in accordance with their education; activation of learned words drawing up phrases, sentences and texts; detection of various dictionary errors; explanation of the nature of mistakes, their correction replacing words, changing combinations with this word, adding new words, restructuring a sentence [13,195].

Vocabulary work involves the implementation of the following stages:

The first stage is the enrichment of the vocabulary, that is, the assimilation of new words previously unknown to students, as well as new meanings of those words that were already in their vocabulary [14, 336]. To successfully master the vocabulary richness of the language being studied, a student must add about 8-10 new vocabulary units to his vocabulary every day.

The second stage – vocabulary refinement – is the broadest scope of vocabulary work, including:

a) filling with content those words that are not learned by students quite accurately: clarifying their meanings by including them in the context, comparing words that are close in meaning and opposing antonyms, comparing the meanings and use of paronyms, etc.;

b) mastering the lexical collocation of words;

c) assimilation of allegorical meanings of a word, polysemy of words, including meanings conditioned by the context;

d) mastering the synonymy of lexical and functional-stylistic colors of the word.

The third stage is the activation of the vocabulary, that is, the transition of as many words as possible from the passive vocabulary to the active vocabulary. Words are included in phrases and sentences, introduced into the retelling of the read, into a conversation, into a story, into one's own speech.

The fourth stage is the elimination of non-literary words, their translation from an active vocabulary into a passive one. This refers to dialectal, vernacular, slang words that students actively use under the influence of the speech environment. The formation of the concept of the literary norm leads to the fact that future teachers distinguish between those conditions in which, for example, a dialect word can be used, and those where compliance with the requirements of the literary language is required. As the skill of literary speech is strengthened, dialectal, vernacular and slang words are completely excluded from the active vocabulary of students [15,192].

Lexico-semantic exercises contribute to the assimilation of the necessary theoretical information on vocabulary, the acquisition of various practical skills and abilities: the ability to detect the lexical phenomenon under study in the text, to reveal its essence, to identify the distinguishing features and to give a lexicological characteristic, the ability to determine the meaning of a word and its scope from the dictionary use. All this develops attention to the word, fosters a conscious approach to the selection of words for expression, increases interest in learning the language and contributes to the enrichment of the vocabulary of students.

### **Conclusion**

The task of enriching the vocabulary of students is relevant for subsequent teaching at school. Many other aspects of the process of language development are associated with the expansion of vocabulary. Solving the problems of enriching the vocabulary of students will help to significantly advance their assimilation of educational material in any subject.



The problems of expanding the vocabulary of students are numerous, but they are all grouped around the main two: what vocabulary will future teachers have and what are the most effective techniques to use to enrich their vocabulary. These problems are closely related: a particular vocabulary presupposes the use of a certain technique, and vice versa, a particular technique provides a certain level of vocabulary.

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