

Issues of Selecting Lexical Material for Teaching a Foreign Language

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Abstract: Modern methods of teaching foreign languages assumes that for full-fledged verbal communication in a foreign language it is necessary to master the means and types of communicative activities. Among the means of communication, lexical skills occupy a special place. The article discusses the issues of selecting lexical material when teaching a foreign language at a university. It is also emphasized that lexical skills are part of speech skills and their insufficient development can lead to communicative failure.

Keywords: in teaching a foreign language, teaching vocabulary, communication, lexical skills.

Today, modern higher educational institutions are undergoing significant changes, covering almost all aspects of the pedagogical process. The personal interest of the student is the main factor in the success of the educational process. Interest in the lesson arises when three conditions are met: the bright personality of the teacher, the interesting content of the educational material and the use of modern teaching technologies. One of the most important problems in teaching a foreign language is teaching vocabulary; vocabulary makes students feel insecure and reluctant to speak a foreign language. Thus, one of the main tasks in the lesson is to expand the vocabulary of students.

Language material (lexical, grammatical, phonetic) and speech material (sentences or words or phrases acting as sentences, as well as entire texts) and actions with this material to produce and recognize any information related to the topic and situation of communication are what students use when mastering a foreign language [6, p.130]. The methodological component of the content of teaching vocabulary includes the necessary explanations, reminders and instructions on the use of dictionaries, the form of maintaining individual dictionaries and cards with new vocabulary, mnemonic methods of memorization and ways of systematizing the studied vocabulary, i.e. all knowledge and skills that allow the student to independently work on vocabulary. The psychological component of the content of vocabulary teaching is associated with developed lexical skills and abilities [28, p.19] Determining the content of training allows the teacher to organize the phenomena being studied in foreign language lessons at a university. It should be noted that selection is subject to what is stable in language and can be reproduced in speech, i.e. selection cannot be limited only to a word or lexical-semantic variant. Stable and reproducible elements of language are found both in word components and in phrases [7, p.16]. The units of selection of language material from the point of view of teaching vocabulary are:

- 1) Morpheme - lexical and grammatical elements of words involved in morphology and word formation. For example, the prefixes **un**, expressing negation, and **anti**, denoting opposition.
- 2) The word as a unit of the lexical and morphological levels of language and the rules of its design (phonetic, spelling, word-formation, morphological).

A word is the smallest unit of language that can be transformed into a unit of speech and thereby acquire a communicative function [1, 8, 11]. The main problem when choosing words is their

polysemy. The question of whether to select a word with all its meanings or to choose one of them is still debatable in modern methodology. However, the position of R.K. Minyar-Beloručev seems to be the most logical: students associate a word in one of its meanings with its equivalent in their native language, however, as a rule, it is its equivalent only in context. Consequently, it is necessary to imagine the word more broadly, at least in its basic meanings, since this changes the linguistic content of texts in a foreign language [18, p.306]. Personal experience allows the teacher to correctly determine the lexical material necessary for mastery at the initial level, however, if we are talking about later stages of training, then at this stage the experience of teachers, as a rule, does not coincide, which can lead to certain difficulties. In the case of text-based selection, new words from the selected texts are included in the language material being studied. This approach has both advantages and disadvantages: the teacher can select authentic texts containing thematic vocabulary and grammatical structures characteristic of a given style of speech, but in this case the presence of random vocabulary cannot be excluded, the selection of which as language material. not justified by anything [2,10,13];

The linguistic approach involves selecting words according to the criteria of semantic value, polysemy of the word, its compatibility, etc., which largely corresponds to the principles of selecting lexical units into the lexical minimum. This approach seems to be the most logical, but it also has its drawbacks: for example, if we are talking about a word with a high semantic meaning and a low word-formation meaning [3, 9, 12];

The pragmatic approach is based not on the linguistic properties of language elements, but on the conditions of communication in a foreign language. In this case, the following criteria play a role:

frequency criterion, i.e. how often a word is used in the speech of native speakers, which can be checked in dictionaries of the most common words [17,20,23];

the thematic criterion complements the frequency criterion, since it includes at a minimum such low-frequency but necessary words as die Gabel (fork), die Nase (nose), der Knopf (button);

the criterion for describing concepts identifies those words with which you can describe the meaning of a word and which can serve as a synonymous replacement for other words [35, 28, 42];

the criterion of usage takes into account the main characteristics of lexical units: structural ability, stylistic neutrality, ambiguity, etc.

The following principles for selecting language material are distinguished:

1) functionality is the selection of such stable and reproducible units that contribute to the transformation of language into speech. In order for a student to be able to communicate, it is not enough for him to have a certain vocabulary. A major role in constructing a speech utterance is played by such functional units of language as phonemes, grammatical morphemes and structures, function words, intonation and substitutes. Units of language become units of speech primarily when they begin to express semantic-grammatical categories [20, 34]. This is done with the help of grammatical morphemes, as well as function words equated to them: articles, prepositions, conjunctions, control verbs and adjectives, etc., i.e. it is important not only to remember the meaning of the word, but also to understand how it functions in speech. Spontaneous speech is also impossible without the use of substitutes, that is, units of language that can replace significant words. This refers to personal, demonstrative, possessive, adverbial, interrogative and indefinite pronouns. Thanks to substitutes, a student can construct a statement with a relatively small vocabulary and without overloading his speech with repetitions.

2) Communicativeness as a principle for selecting language units presupposes not only the assimilation of a certain stock of the most common words, but also the student's ability to maintain communication [24, 29, 32]. For this purpose, conversational remarks and situational clichés are used. Replicas-reactions form an integral part of dialogical unities, these include Wie bitte?, Wirklich?, Sehr angenehm, Wie geht es dir? And others. Situational clichés are more

independent and serve standard situations. Such clichés include: Guten Appetit!, Es tut mir leid, Herzlich willkommen!, Guten Morgen! Etc.

3) systematicity involves the study of lexical units in the context of semantic fields. Semantic systems are determined by the topic of the program (in the case of higher education - State Educational Standards), they can be more or less global. Given the limited schedule of hours allocated to the study of foreign language higher education, it is impossible to cover all small subtopics, therefore, when identifying semantic fields, the principle from general to specific is used [38]. However, there are semantic systems designed to serve any topic involving abstract and philosophical concepts. In this case we are talking about quantity and quality, time and space, movement. As noted above, university teachers are faced with the task of expanding the volume of the productive and receptive lexical minimum to 1200 words on topics defined by the state educational standard of higher education. The lexical base should include stable phrases, evaluative vocabulary, cliché lines and situational clichés that reflect the culture of the country of the language being studied.

Thus, students need to learn not only the meaning of lexical units, but also their forms, as well as how they function in speech [41]. The content of teaching the lexical side of speech includes foreign language and speech material, actions with this material for the purpose of transmitting or receiving extra-linguistic subject content, as well as the subject content itself. Consequently, the selection is subject to such units that are stable in language and reproducible in speech: morphemes (they are not units of speech, but they play an important role in form and word formation), words, phrases, sentences.

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