THE ROLE OF ACTIVE, PASSIVE AND POTENTIAL VOCABULARY IN TEACHING ENGLISH

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Abstract: Dividing vocabulary units into groups is also important in English language teaching. Thus, the importance of words in speech and the choice of teaching methods, it is necessary to divide them into different types and use them correctly in the language material. This article highlights the characteristics of active, passive and potential lexical units in English language teaching and their role in foreign language teaching.

Keywords: Foreign language, vocabulary, passive, active, potential vocabulary, creative approach, teaching technique, vocabulary.

Introduction. The vocabulary that a person constantly uses in oral speech communication, i.e. those words that are on the tip of the tongue, as the English say, are considered to be an active dictionary. If a word is not used for a long time, then it goes into a passive dictionary, i.e. can be recognized by reading and listening, but is not used in speech. The boundaries between them are very mobile, they can change depending on a number of conditions. In addition to these well-defined "closed vocabulary minimums", it is important to develop the students' potential vocabulary as well.

The potential vocabulary is "open" and individual. It arises on the basis of students' independent semantization of unlearned vocabulary at the time of reading. Its volume and the lexical skill that develops on the basis of this volume are directly dependent on the degree of mastery of active and passive minima by each student. A potential dictionary is formed: on the basis of words consisting of familiar word-building elements (knowledge of word-formation methods and the meaning of affixes, compound words), and words whose meaning is inferred by conversion, for example: water - to water, milk - to milk; by understanding international vocabulary. special source potential vocabulary is a language guess, very important component of independent semantization of words. It has a lot random and unconscious.

Material and Methods. If we make the work on the language guess an organic element of the work on the dictionary, then, in addition to great practical benefits in terms of expanding the potential vocabulary, it will contribute to the development of the general education of students, primarily their knowledge of the language as public phenomenon. Solovova E.N. identifies six most common ways of semantization of lexical units:

1 - the use of visualization;

2 - semantization using synonyms / antonyms;

3 - semantization using known methods of word formation;

4 - translation into the native language by the teacher;

5 - word search in various dictionaries by students;

6 – guess meanings by context.

Visualization, as you know, is different: objective, visual, visual action, sound and contextual. The criteria for choosing a certain type of visibility are: accessibility, simplicity and expediency.

When using pictorial clarity (pictures, photographs), you need to be sure that the interpretation is unambiguous. To semantize the word "building" with using a picture, it should not show a hospital or school. The building in the picture should be a collective image, without individual signs. Using visual visualization, the teacher must make sure that the proposed picture is clearly visible to all students that it is aesthetically executed. Today, video-visibility is widely used in the lessons, where action and sound are combined, visualization is objective and situational, where with the help of a freeze frame you can clearly highlight that moment, object, expression of feeling that needs to be semanticized.

Results. The researchers came up with three sets of clues linguistic guesses: intralingual, interlingual and extralinguistic. An intralingual clue follows from the assignment of a word to a certain grammatical category, revealing its function in the sentence. Word-building elements also play an important role.

An interlingual hint is contained in words formed as a result of borrowing from language to language, in internationalisms, sovietisms, as well as in full and partial calques, i.e. in words and phrases formed according to a common word-formation, syntactic and semantic model. For example, to have an opportunity - to have an opportunity (English). Sometimes a cross-lingual hint comes from the coincidence of separate semantic shares of words, for example, English to arrest, meaning "to detain, arrest, seize", as well as figuratively "to attract attention", coincides with the Russian language only in the first meaning.

Discussion. Extralinguistic prompting follows from the knowledge of facts and phenomena reality, reflected in the text and giving it an indicative character. So, the signs of time, place, mentioning one's own names throws light on the meaning of unfamiliar words. Guessing language is thus the result of all learning and life influences, and therefore, it manifests itself differently in different students, i.e. it is subjective. One student may see a clue in a given word, context, another may not. However, special exercises in linguistic guessing can make it more manageable and, therefore, objective. Tasks and exercises in the language be constructed in such a way as to draw students' attention to the hint (read the text (paragraph, sentence) and underline the signs of time, place; taking into account these signs, determine the meaning of the highlighted words, etc.)

The choice of semantization technique in each individual case is determined by the nature of the word, the stage of learning and the level of students' learning. Training students in the assimilation of words is realized with the help of exercises that strengthen the semantics of new words and phrases, formed on the basis of semantic compatibility. Rogova G.V. divides everything lexical exercises into two categories aimed at:

1) memorization of a word, its semantics in unity with pronunciation and grammatical forms;
2) the formation of combinations of semantic words character.

Conclusion. In connection with reading at the senior stage of simple original texts of various functional styles - popular science, socio-political and artistic - students must master the passive vocabulary, i.e. they must develop receptive lexical skills - to recognize a word by some supports in its graphics and on the basis of syntactic form and synchronously correlate with the meaning. All exercises of a training nature should be adequate to reading as a process and contribute to the development of some kind of reading mechanism. In order for verbal stereotypes to arise and the auditory-sound-motor image of the word to be firmly imprinted, which facilitates its automatic recognition when reading, these exercises are performed aloud (loud reading and subsequent

translation of the new word in various syntagmas and sentences. When performing this exercise, the meaning of this word is enriched.

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