

**NEW TECHNIQUES AND MEANS OF TEACHING FOREIGN VOCABULARY IN TECHNICAL UNIVERSITIES**

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**Abstract:** This article considers new techniques and means of teaching foreign vocabulary in technical universities. The article also discusses some exercises of professionally oriented foreign vocabulary and determines their methodological value in terms of the effectiveness of teaching foreign languages.

**Keywords:** new techniques, professionally oriented, teaching, method, exercises, foreign vocabulary.

**Introduction:**

Teaching professionally-oriented foreign vocabulary will be effective if the teaching is based on a method that combines elements of communicative, cognitive and interactive methods. The process of mastering professionally-oriented vocabulary will be effective if the training is based on a combination of:

Didactic -consciousness, visibility, interdisciplinary coordination;

Linguistic -language minimization, concentricity;

Psychological -stage-by-stage formation of lexical skills and abilities;

methodological - learning vocabulary in all types of speech activity, a differentiated approach depending on the purpose of vocabulary acquisition, professional orientation, comparability of lexical units in the context of cultures, mutual learning principles that are inextricably linked with each other.

The assimilation of professionally oriented foreign language vocabulary of the specialty will be more effective if the training includes a specially designed set of exercises and tasks for classroom and extracurricular activities. Teaching professionally oriented foreign language vocabulary will be more effective if the content of the training includes educational materials that meet the following requirements: authenticity, professional orientation, novelty and informativeness, genre diversity, language accessibility, cultural richness and problemat�city [2,611].

Exercises for teaching professionally oriented foreign language vocabulary should be based on the principles of accessibility, taking into account the individual characteristics and cognitive styles of students, concentric repetition, increasing complexity of educational material, novelty, motivation and interactivity [31,265].

Exercises are classified according to the stages of the formation of lexical skills (acquaintance, memorization, training and use in speech); stages of the formation of lexical skills (identification of a professionally significant lexical unit, word formation, contextual guessing, paraphrase, translation from a foreign language into a native language and vice versa); stages of working with text; form; place; use of modern multimedia tools; appointment; the nature of mental activity; execution method.

**Literature review:**

Attempts to streamline the exercises into a system were made in the history of the Russian methodology by various scientists (M.S. Ilyin, B.A. Lapidus, E.I. Passov, I.V. Rakhmanov, S.F. Shatilov, etc.). Based on their ideas, we have developed a set of exercises aimed at teaching professionally oriented foreign vocabulary. By a set of exercises, we mean a set of necessary types, types and varieties of exercises performed in such a sequence and in such a quantity that take into account the patterns of formation of skills and abilities in various types of speech activity in their interaction and provide the highest possible level of mastering a foreign language in given conditions.

**Main part:**

74	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 05 in May-2023 <a href="https://www.gejournal.net/index.php/IJSSIR">https://www.gejournal.net/index.php/IJSSIR</a>
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In our article, we will focus on preparatory grammatical and lexical exercises aimed at working out and mastering the material and removing problems of a grammatical and lexical nature. Grammatical preparatory exercises should form the skills of using a given grammatical form in speech, based on well-known vocabulary, already familiar scientific and technical text.

The grammatical phenomenon should be presented as clearly as possible. The exercise itself should be communicative in nature and include a number of educational activities aimed at differentiating the studied grammatical phenomenon: filling in tables, diagrams based on formal features of the grammatical structure, determining the grammatical structures of synonyms, determining the grammatical phenomenon in the text / by ear with its subsequent reproduction written/oral.

*Zu den Transformationsübungen gehören Aufgaben zur Umwandlung von Affirmationen in Verneinungen, von einfachen Sätzen in komplexe Sätze mithilfe von Konjunktionen usw [24].*

*Reproduktive Grammatikübungen können folgende Aufgaben umfassen: Vervollständigen oder kürzen Sie den Text, der die untersuchten grammatikalischen Phänomene enthält, füllen Sie die Lücken mithilfe dieses grammatikalischen Phänomens und erzählen Sie den Text noch einmal. Zu den Übersetzungsübungen gehört die Aufgabe, Sätze oder Minitexte, die das untersuchte grammatikalische Phänomen enthalten, aus einer Fremdsprache in die Muttersprache (oder umgekehrt) zu übersetzen [33,25].*

Preparatory lexical exercises help memorize lexical units, understand them in context with other lexical units of a foreign language, and actively use them in context. As a rule, the following types of exercises are distinguished: exercises for differentiation and identification, development of contextual guessing, forecasting training, expansion and reduction of sentences/mini-texts, equivalent substitutions, expansion of associative links, and others.

Effective exercises are also exercises to expand or shorten sentences and create mini-texts according to this model or without it, exercises for equivalent substitutions, exercises in expanding associative links or using other emotional-evaluative words, based on visual or verbal support [19, 15].

Situational preparatory exercises form, activate and improve the skills of using lexical and grammatical structures in speech. Four types of such exercises can be distinguished, based on the nature of the actions of the trainees: imitation, substitution, transformation, as well as reproductive exercises (based on certain situations where the use of lexico-grammatical structures being worked out is natural).

The imitation exercise includes repeated repetition of ready-made samples without changing them or creating new ones. When performing substitution exercises, it is necessary to substitute another lexical unit into the studied construction (the form is given a different lexical content). In transformational exercises, students change the proposed lexical unit and use it in the desired form. Reproductive exercises in character approach speech exercises, differing only in a given form. An example would be question-and-answer exercises. These exercises are very important for activating and automating the use of the construction being worked out, since they create the impression of free possession of this form, the effect of free communication arises [12,15].

It is necessary to select a sufficient number of different situations in which the use of the structure under study will be as natural as possible. When developing preparatory exercises, it is necessary to take into account the communicative (based on the content of the statement), and not the formal nature of the exercises (based on the form of the statement). The next necessary requirement is the situational relevance of the exercise, when natural situations are selected where one or another construction is actually used.

At the initial stage of training, it is necessary to develop exercises where grammatical or lexical constructions provide relative accuracy and speed of their implementation. After the construction

being studied is repeatedly spoken out in micro-dialogues or monologues, the tasks gradually become more difficult [1,152]. When choosing lexical material for exercises, one should rely on semantic, lexico-grammatical, and thematic principles. Vocabulary must be presented and activated based on a coherent text. The productivity of its assimilation will be the higher, the more meaningful its memorization will be. This is possible with the associative and hierarchical organization of lexical material in memory, and when this is supported by the presence of a motivational factor. At an advanced stage of learning, in the process of mastering the vocabulary of a specialty, students themselves build professionally oriented statements in which this vocabulary is used along with previously known material.

**Conclusion:**

Thus, there is an actual creative use of the newly acquired vocabulary in communicative situations, which ensures the formation of the skill of transferring information, which is very important for the development of oral speech. The new vocabulary of the specialty language acts as the basis for a thematically unified dialogic text logically connects the dialogue and provides an increase in the volume of linguistic material in accordance with the principle of inclusion. In the course of participation in the educational dialogue, students receive information about the terms in the studied language of the specialty. In order to enhance the possession of terminological vocabulary, students make presentations; prepare presentations on slides, promotional videos. Such a form of work as preparation and participation in press conferences is actively practiced.

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