

мете, о ценностном отношении к нему человека в виде суждения и оценки этого качества, сколько о процессе обретения человеком личностного смысла. Итак, образовательный процесс является отражением не только когнитивного аспекта взаимодействия человека с явлениями окружающей действительности, взятыми в реальности или представленными в адаптированном виде в качестве учебного задания, но и аксиологического и психологического аспектов.

Путем перевода объективных характеристик внешних объектов во внутреннюю сферу личности выделяются его субъективное значение и личностный смысл. Следовательно, речь идет о направленности образовательного процесса на изменение личности, возникающее в результате отношений субъекта в повседневной жизни к осознаваемым объективным явлениям.

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Actual vocabulary teaching strategies for the English for practical purposes

Пополнение словарного запаса является важной частью процесса изучения любого языка. В статье обсуждаются различные эффективные стратегии расширения вокабуляра на занятиях английского языка для специальных целей. Рекомендации, данные в статье, могли бы значительно помочь обучающимся в процессе освоения языка, ускорить процесс его изучения.

Ключевые слова: изучение иностранного языка, английский язык, вокабуляр, методика

In this article, we will focus on effective vocabulary teaching strategies in the English for Special Purposes ESL classroom. Vocabulary learning is a significant and essential part of any language learning process. We will discuss various effective vocabulary teaching strategies in the English for Special Purposes classroom which could greatly assist English language learners in their journey of language acquisition and therefore advance the language learning process.

Keywords: eliciting, language, acquisition, effective vocabulary teaching strategies

According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only limited to the meaning of words, but also comprises how vocabulary in a language is structured: how people use and supply words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000, as cited in Taylor, 1990)

Cummins (1999) states that there are different types of vocabulary:

Reading vocabulary -This refers to all the words an individual can recognize when reading a text.

Listening vocabulary-It refers to all the words an individual can recognize when listening to speech.

Writing vocabulary -This includes all the words an individual can employ in writing.

Speaking vocabulary-This refers to all the words an individual can use in speech.

Academic comprehension improves when students know the meaning of words. Words are the building blocks of communication. When students have a great vocabulary, the latter can improve all areas of communication, namely speaking, listening, reading and writing. English language learners who experience slow vocabulary development are less able to comprehend text at grade level. Without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Thus, the growth of vocabulary knowledge is one of the essential pre-requisites for language. Eliciting and this growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching and learning strategies which are the objectives of this research thesis.

Academic vocabulary is the language that is used by teachers and students for the purpose of acquiring new knowledge and skills which includes learning new information, describing abstract ideas and developing student's conceptual understanding (Herrel, 2004).

Carter (2000, as cited in Adger, 2002) mentions a number of factors involved in knowing a word: recall difficulty and interlanguage factors such as storage of these lexical items in appropriate context and the ability to recall vocabu-

lary for active usage in speaking and writing. To know a vocabulary item is defined as the ability to translate the vocabulary item into the first language, to discover the correct definition in a multiple-choice task, or to paraphrase it in the target language (Hulstijn, 1996). The relationship between dimension one and two and the learning of word meaning plays an important role in vocabulary semantization. Beyeydt (1987) reflects vocabulary learning a mere rote-learning task. According to Hatch and Brown (1995), the process of mapping meaning onto form should not be considered more important than the learner's ongoing struggle to construct and reorganize his/her interlanguage because it is a complex process that also involves network building. Vocabulary knowledge doesn't only involve just knowing the meaning of a word in isolation, but includes knowing the word that usually co-occurs with it.

Collocations help students to define the semantic area of a word such as: Synonyms- words with identical meaning; however (Nattinger, 1989) warns that absolute substitutability is not possible, since factors such as register and style determine the usage of synonymous words. Examples of synonyms include commence/begin, end/terminate. It is very important to mention about Incidental Vocabulary Acquisition, which is a vocabulary learning strategy, defined as the learning of new words as a by-product of a meaning-focused communicative activity, such as reading, listening and interaction. It occurs through multiple exposures to a word in different contexts. Learners are able to acquire vocabulary through extensive reading, communicative interactions and exposure to natural input such as movies and television. This strategy entails extensive comprehensible input and independent learning (Huckin and Coady).

It is contextualized and gives the learner a richer sense of word use and meaning, that can be provided in group activities. It also allows vocabulary learning and reading to happen at the same time. It is individualized and learner-centered because the vocabulary to be learned depends on the learner's own selection of reading materials. Presentation, consolidation and lexical development occur at the same time. It is important for language learners to record the words they learn or encounter. Vocabulary journals can serve as a reference source in and out of the class room. Once learners record the target vocabulary, it becomes easy for them to remember or use it. The learner calls out or writes the target word. This can be in the form of definition, antonyms or synonyms. This activity enables the learner to express meaning and explore knowledge of the target vocabulary deeply (Herrel, 2004).

During teaching vocabulary we would like to mention about activity which is called "Eliciting" Eliciting is term which describes a range of techniques which

enable the teacher to get learners to provide information rather than giving it to them. Eliciting activity enables the learner to express meaning and explore knowledge of the target vocabulary deeply (Herrel, 2004: 110). Commonly, eliciting is used to ask learners to come up with vocabulary and language forms and rules, and to brainstorm a topic at the start of a skills lesson. Eliciting helps to develop a learner-centred classroom and a stimulating environment, while making learning memorable by linking new and old information. Eliciting is not limited to language and global knowledge. The teacher can elicit ideas, feelings, meaning, situations, associations and memories. For the teacher, eliciting is a powerful diagnostic tool, providing key information about what the learners know or don't know, and therefore a starting point for lesson planning. Eliciting also encourages teachers to be flexible and to move on rather than dwell on information, which is already known. There are different tips for eliciting:

- Eliciting is a basic technique and should be used regularly, not only at the beginning of a lesson, but whenever it is necessary and appropriate.
- Acknowledge or give feedback to each answer with gestures or short comments.
- Learners can elicit from each other, particularly during brainstorming activities. This helps to build confidence and group cohesion as well as shifting the focus away from the teacher.
- At lower levels, more guided questioning is needed. Open-ended questions should be avoided as the learners are unlikely to have the language to answer them to their own satisfaction.

Another method of learning vocabulary is using audiovisual equipment and Internet. Students are requested to watch and listen to news on CNN, discuss content and make a list of new vocabulary learned. They also watch vocabulary videos and discuss content, re-enact scenes and write essays on issues covered in the video. Moreover, it is very useful when students are requested to use the internet to information for research purposes.

The ESP teacher can assist the academic language development of English language learners more effectively by providing them with the main topics of the curriculum, the content specific vocabulary and sentence structures related to what they learn in class. When teachers provide content specific vocabulary, English language learners have the opportunity to practice the new language through reading, writing and listening to it.

In conclusion, communicating in a foreign language is impossible without mastering vocabulary. It is of special importance in English for Specific Purposes courses, as requirements of modern realities in Uzbekistan force specialists should

know enough ESP vocabulary to be able to demonstrate their knowledge in their professional sphere. Since vocabulary plays such an important role in ESP courses, it is essential to determine, what strategies ensure effective teaching and learning it in specific groups of learners.

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Особенности реализации социокультурного подхода в рамках преподавания английского языка в высшей школе

Статья посвящена интеграции социокультурного подхода в процесс обучения иностранному языку на примере изучения раздела «Лингвострановедение» в неязыковой организации высшего образования. Авторами выделяется ряд преимуществ данного подхода в контексте профессионального становления будущих специалистов, а также приводятся примеры заданий из разработанных учебно-методических пособий по лингвострановедческой тематике.

Ключевые слова: социокультурный подход, лингвострановедческий компонент, учебно-методическое пособие, обучение английскому языку в неязыковой организации высшего образования

В настоящее время требования поликультурного мирового сообщества, развивающегося под воздействием глобализации и интеграции, привели к