This part of our article presents various materials for ESL vocabulary-teaching that apply to an authentic text strategies drawn from research findings so that teachers can be encouraged to put theories or insights into practice similarly. One limitation of this advice lies in contradictions among research findings, for example, conflicting perspectives on the role of L1 equivalents in L2 vocabulary-learning. Moreover, the various vocabulary-teaching strategies developed in this study need to be variably applied to ESL students according to their proficiency levels. That is, whereas pictures and L1 equivalents and controlled fill-in tasks are more appropriate at the beginning and intermediate levels, less controlled tasks such as compositions and retellings may be more suitable for the intermediate level.

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*S. K. Kaypova (Nukus, Uzbekistan)*
*Karakalpak State University*

## The Definition of Vocabulary and Behaviorist Learning Theory

The article is about the Definition of Vocabulary and Behaviorist Learning Theory. Vocabulary is knowledge of words, including explanations of word meanings. A word is described as a sound or a combination of sounds.

**Keywords:** vocabulary, theory, definition, grammar, meaning

Статья посвящена методическим вопросам лингвообразования, в частности рассмотрению подходов к расширению словарного запаса учащихся в контексте поведенческой теории обучения.

**Ключевые слова:** лексика, теория, определение, грамматика, значение

Vocabulary is knowledge of words, including explanations of word meanings. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning. To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency.

The first one is coordination: words cluster together on the same level of detail, e.g. apple and orange. Moreover, opposites also belong to this kind, e.g. full and hungry. The second one is superordination. It means that some words cover other words which are subordinate to the upper ones, e.g. when people mention the word animal, others can easily associate to tiger and lion. The third one is synonymy, which means words having the same or similar meanings are stored together, e.g. happy and glad. The last one is collocation, which means some words are usually stored together to collocate each other, e.g. salt water. Nation defines collocation as the tendency of two or more words to co-occur in discourse. There are two basic types of collocations: semantic collocations and grammatical collocations [2]. Semantic collocations mean that the type consists of two equal words both with meaning to produce a new meaning, e.g. air balloon. The other ones refer to the type in which a core word goes with a functional word, e.g. in devote to, devote is the core word, and to is the functional word having no meaning.

Concerning the grammatical behavior, it means the pattern in which it typically occurs. Two of the most important aspects of lexis are word class and morphology [1]. There are four major parts in word class: noun, verb, adjective and adverb. Morphology involves affixes including prefix such as un- and suffix such as –ment. The morphology is also about how these affixes are attached to the basic forms of words [3]. On the aspect of form of a word, Nation [2] states there are two kinds of a word form. They are written form and spoken form. The written form of a word refers to the spelling and the spoken form means the sound or pronunciation. The last aspect is always referring to how often any particular word occurs in usage. According to the above aspects of a word, both teachers and learners should hold a broad view of mastering a word and adopt different strategies to gain a full command of a word [4].

Behaviorists believe that language acquisition is the result of habit formation. They use the term "habits" to explain all kinds of behavior found in language acquisition [1]. Behaviorism concerns the connection between the target language and the learners. This connection begins when the learner receives the linguistic input from the target language, no matter whether it is verbal or non-verbal. The connection becomes stronger through practice, then a habit forms through this process, and the language learning process is regarded as the habit-formatting process. The quality and quantity of language input which learners hear from the environment can help them to form the habit and have an effect on their success in L2 acquisition. From this aspect, learning a language is just like putting language items into the learner's ears, and a habit then forms through this. Once the habit is formed, a language system is established in the learner's mind and the learner can make the conditioned reflex to the language. From the behaviorist point of view, the most useful strategy of learning vocabulary is through hearing the word repeatedly. The more frequently the word is heard, the more deeply it will impress the learner, and the learner will acquire the

word more easily, e.g. a man hears the word 'sorry' when someone doing something wrong. At first he completely does not know what does it mean, then he would realize that it means that people do something improperly and feel regret about it. As a habit forms in his mind, he has the deep impression of the word 'sorry'. In this process, the learners can acquire vocabulary easily through repeated hearing.

The incidental learning theory is an important vocabulary learning strategies in L2 vocabulary acquisition. Many linguists have made the definition of incidental vocabulary learning. Nation defines the incidental learning via guessing from context to be the most important of all sources of vocabulary learning [2]. It refers to the learning which occurs without specific intention to focus on vocabulary. One can develop vocabulary knowledge subconsciously while being engaged in any language activities, especially from reading and listening. How does context contribute to vocabulary learning? Nation argues that the more often a word occurs in the context the more likely it can be guessed and learnt [2]. Context provides clues for word guessing. The clues that are near the unknown word are more likely to be used. The more clues there are, the easier guessing will be. A critical factor in successful guessing is the learners' vocabulary size, because this will affect the density of unknown words in a text. Besides, the synonyms in the context can help guessing. If the word is essential for understanding the context, the learner will put more effort into guessing. The topical knowledge about the context is also helpful in guessing new words. Learning vocabulary in context can be very efficient. An analysis of twenty studies shows that fifteen percent of the unknown words are learnt from guessing in the context, in which the unknown words make up three percent of the running word [1].

Learning vocabulary through transition of meanings intends to enlarge learners' vocabulary and let them acquire more knowledge about word meanings through the transition of word meanings.

Although students from different groups have similar opinions towards learning vocabulary of the same category together, they have different reasons. For some students this strategy might be useful only if the words are the kinds they are interested in. Some Students describe how they learn the words through this strategy. Because they are football fans, they are willing to learn everything about football. They support the team Chelsea, so they start from learning the name of the team and its players. Then they come to care about the tradition, location, and history of the city where the football team located in. they argue that they can learn those words because they interested them. If they are asked to learn words about other objects when using this strategy, they will treat it as useless. Many words are hard to categorize, e.g. the word "connection". They have no idea which category it belongs to. What is more, the process of dividing words into the same category takes a great deal of time. It is easy to mix the words of the same categorization together, especially for those words which they are not familiar with in their mother tongue. For example: the words

"cress" and "spinach" are totally strange to one of the student and he does not even know what they look like. In learning these kinds of words, he always mixes them up with their Chinese meanings. The same categorization does nothing but cause confusion for him, since these two new words are both vegetables and share some similarities. The prototype theory and semantic network show that words of the same category are associated closely, therefore it might be easier to learn words using this strategy. However, as the research data demonstrates that the strategy of learning vocabulary of the same category together is not as popular among the subjects in this study.

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*Т. В. Каленцова (Елец, Россия)*
*Елецкий государственный университет им. И. А. Бунина*

## Самостоятельная работа как способ формирования социокультурной компетенции старшеклассников в процессе изучения иностранного языка

В статье освещается проблема формирования социокультурной компетенции в процессе изучения иностранного языка. Рассматривается трактовка понятия «социокультурная компетенция. Одним из способов формирования социокультурной компетенции является самостоятельная работа.

**Ключевые слова**: социокультурная компетенция, иностранный язык, самостоятельная работа, задание

В современном многоязыковом и поликультурном мире остро стоит вопрос развития личности, способной ориентироваться в мире многообразных профессиональных контактов членов разных культурных сообществ. В связи с этим возникает необходимость в качественной подготовке специалистов, владеющих навыками устного и письменного иноязычного общения. Приоритет-