

The potential of advertising texts in the formation of lexical skills

Статья посвящена возможности использования единиц рекламного дискурса в процессе обучения лексическому составу английского языка на любом этапе изучения и способности применять полученные знания в методике преподавания. Материалом работы послужили рекламные тексты, связанные с продвижением спортивных товаров, отобранные методом сплошной выборки из электронных СМИ.

Ключевые слова: рекламный дискурс, слоган, лексический состав языка, методика преподавания, методические рекомендации

This article is devoted to the possibility of using units of advertising discourse in the process of teaching the lexical composition of the English language at any stage of learning and the ability to apply the acquired knowledge in teaching methods. The material of the work was advertising texts related to the promotion of sporting goods, selected by continuous sampling from electronic media.

Keywords: advertising discourse, slogan, vocabulary of the language, teaching methods, methodological recommendations

With the advent of marketing companies and the development of the quality of their work, advertising has become an integral part of the modern world of television and the Internet. It should be noted that advertising units penetrate deeply into a person's memory and can be accurately reproduced after a while, even in cases where these same units are no longer encountered and are not strengthened in the mind.

The reason why advertising has such an impact on the minds of people is a number of features that characterize the essence of the advertising text. We are talking about such distinctive features as expressiveness, catchiness and imagery. Of course, this is only a small part of all the features of the advertising discourse, but the above-mentioned features, in our opinion, are the main reason that ads are easy to remember, attract a lot of attention of recipients and are literally constantly “on the tip of the tongue” even when a person does not think about it purposely.

With the development of new technologies, changes have also occurred and continue to occur in the methods and techniques of teaching. Teachers began to use electronic resources in their classes, to dilute the usual course of the lesson with innovations that are well known to the younger generation. Such changes in the institute of education, in our opinion, have a positive effect on the quality of assimilation of the material. This applies to both schools and institutions. Students process knowledge faster if this knowledge is presented through previously familiar material,

whether it is a movie, book, news, computer games, or through applications known and popular among young people.

It is a known fact that advertising exists literally everywhere – in any application, on websites, in games, advertising is an integral part of their promotion. Moreover, the same advertisement catches the eye of people dozens of times, thereby unconsciously stored in a person's long-term memory. When a person notices a word, phrase or image that was in the advertisement he viewed, he subconsciously reproduces it and once again engrains in his memory. This observation led to the fact that advertising began to be studied and considered as a learning material, moreover, for the development of all language skills.

Advertising texts are mostly situational. Thus, they provide an opportunity to concentrate on thematic vocabulary, and this, in turn, allows them to be used in various methodological exercises: writing a thematic essay, preparing for speaking on a specific topic, understanding thematic listening.

In this article, we are going to consider how you can use the materials of advertising discourse in teaching and how to use them to teach the lexical component of the English language. Advertising slogans from the field of sports in English serve as the basis of linguistic research.

“In general, lexicology is a branch of linguistics that studies the vocabulary of a language and the properties of words as the basic units of a language. Vocabulary means a system formed by the totality of all the words that the language owns” [3, p. 4]. Based on advertising discourse, you can perfectly teach the process and rules of word formation. We observe two slogans “Win every game” and “Wear it, be a winner”. The word "winner" is derived from the simple verb "win". Word formation is based on the addition of the suffix “er” in the meaning of a profession or type of activity. Using these words as an example, it can be demonstrated that from some other lexemes already known to the student, a new word can be formed for him with the help of suffixes. In this case, vocabulary and grammar are inextricably linked, which gives an even greater advantage in the teaching process.

A similar example is with the slogans “Making every athlete stylish” and “Style and competition” or “Uniform – Enjoy The Difference” and “Dedifferentiated Is What We Do”. On the base of these examples you can create an exercise in which students will be given a list of simple words, prefixes and affixes. They will have to form new words on the basis of intuition and consonance. This exercise will greatly affect the formation of students' taste for the language, the development of intuitive abilities and the expansion of vocabulary.

The exercises suggested above are analytical and receptive. Their general focus lies in the auditory and visual perception of new vocabulary, awareness of the lexical meaning of words, the establishment of patterns of word formation, differentiation at the level of words, phrases and sentences. Such exercises are not aimed at developing communication skills, but they are a complete base for fulfilling this learning goal.

Elementary lexical knowledge and knowledge of word forms is acquired precisely thanks to such training tasks [1, p. 44].

Advertising discourse units can also be used to match words based on their compatibility. For example, examine the slogan “Only The Crumbliest Flakiest Sports”. On the basis of the lexical units presented in it, it is possible to teach the rule of matching adjectives and degrees of adjectives with nouns, which will also include both the grammatical aspect and the phonetic one. Moreover, students have the opportunity to supplement their knowledge of the cases of using the definite article.

The easiest and most effective way at the first stage of learning vocabulary is to memorize lexical units. However, for greater efficiency at the senior levels of education, phrases should be memorized. In the future, the student's mind will develop an intuitive lexical combination of words both in a previously memorized expression and with his independent desire to form a phrase in our case on a sports theme. Let's take a look at some advertisements. “Position of The Athletic”, “The Athlete Effect”, “Athlete for Your Health”. The effectiveness of memorizing these slogans will be several times higher, since they contain the same word, and in different forms and roles in the sentence.

With the help of reproductive and reproductive-productive exercises, the teacher has the opportunity to prepare students for real communication on a specific topic by repeatedly repeating lexical units and establishing system-semantic links between them in order to automate the skills of their use.

Under the receptive method of mastering vocabulary, listening and reading exercises are used. Units of advertising discourse can be divided into groups, the elements of which will have similar sounds in transcription, in order to create a kind of rhyming chain of sentences. This type of training based on sports slogans will make it possible to learn new lexical units by having consonance in them, thereby they will be better deposited in the minds of students.

It is more expedient to provide audition using advertising discourse units as a video. Advertising companies try to think through how the video they created correlates with the phrase that expresses the main idea in the product advertisement. In this regard, students will be given the opportunity to recognize and predict which lexical units are used in audio accompaniment. Having previously mastered the ability to combine lexemes, students will be able to intuitively or intentionally predict the next word. Thus, there will be a repetition of lexical units in the process of receptive perception of information.

Thus, a lexical skill (productive and receptive) means the possession of the formal features of a word necessary for its formation in speech, the semantics of the word, that is, its meaning, and its functional features and its purpose. The determining factor in the chain purpose – meaning – form is the first, which is due to the place and role of vocabulary in speech activity. Based on the foregoing, the essence of a lexical skill is defined as the ability to instantly recall a standard word from long-term

memory depending on a specific speech task and include it in the speech chain, thus, it is necessary to purposefully form the lexical skill of students [2, p. 53].

Lexical units on the topic of sport may seem too tied to the topic itself. It means that these units can only be used when working on sports topics. However, this is not quite true. The slogans of sports brands contain a sufficient number of commonly used words. For example, “Female And Everyday”, “Range Of The Play”, “Run Around Is What We Do”. They also contain ambiguous words used in various spheres of life. “Establishing authority in sports”- the word “authority” can be taught as a polysemous word. It can be considered as “the moral or legal right or ability to control”, “the group of people with official legal power to make decisions” or as “an expert on a subject” [4]. “Equipment for any taste” – this slogan may be used for presenting “equipment” as a polysemous lexical unit, that has the meaning of “the set of necessary tools, clothing, etc. for a particular purpose” and a more specific one “the machinery, tools, etc. that you need to do a job” [5].

Summarizing all of the above, the units of advertising discourse represent a great platform for the implementation of pedagogical ideas aimed at teaching lexical skills. These ideas can be realized through a variety of exercises and in close connection with other aspects of the language, which in turn are grammar and phonetics. The units of sports advertising discourse can be used not only for teaching sports vocabulary, but also for political, law topics, and also just for daily discussions.

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Апробация логического подхода В. В. Милашевича в иноязычной подготовке курсантов военных вузов

В статье рассматриваются преимущества логического подхода в обучении иноязычной грамматике, разработанного В. В. Милашевичем. Представлен замысел педагогического