

DOI <https://doi.org/10.30525/2592-8813-2023-1-13>

USING THE APPROXIMAL AND ANALYTICAL METHOD FOR DEVELOPING THE VOCABULARY OF STUDENTS OF LANGUAGE SPECIALIZATIONS IN THE PROCESS OF STUDYING A FOREIGN LANGUAGE

Lina Nesik,

*Senior Lecturer at the Department of Theoretical and Applied Linguistics,
Zhytomyr Polytechnic State University (Zhytomyr, Ukraine)
ORCID ID: 0000-0003-0754-007X
linanes@ukr.net*

Olena Mykhylovska,

*Assistant at the Department of Theoretical and Applied Linguistics,
Zhytomyr Polytechnic State University (Zhytomyr, Ukraine)
ORCID ID: 0000-0003-0754-007X
linanes@ukr.net*

Svitlana Sukhovetska,

*Senior Lecturer at the Department of Theoretical and Applied Linguistics,
Zhytomyr Polytechnic State University (Zhytomyr, Ukraine)
ORCID ID: 0000-0001-7749-6399
123456ssvssv@gmail.com*

Abstract. The article deals with the problem of using the approximate-analytical method for developing the vocabulary of students of language specializations in the process of learning a foreign language. The essence of the concept of "approximate-analytical method" was analyzed and the characteristics of this method for developing the vocabulary of students of language specializations in the process of learning English were determined. The features of the use of the approximate-analytical method in teaching English to students of language specializations are outlined and the importance of its use for developing the vocabulary students of language specializations is proved. Special attention is paid to the practical aspects of the implementation of the approximate analytical method in the process of teaching English to students of language specializations. The authors presented methodical recommendations regarding the use of the approximate analytical method in the educational process. The authors consider the approximate analytical method to be an effective means of optimizing the formation of the fundamentals of foreign language communicative competence of students of language specialties in English classes.

Key words: approximal and analytical method, foreign language, students of language specialties, foreign language communicative competence, vocabulary.

Introduction. The implementation of the "New Ukrainian School" concept is accompanied by extremely important changes in pedagogical theory and practice, primarily related to the introduction into the educational process of innovative author's methods of teaching foreign languages in educational institutions. Learning a foreign language should form a personality capable and willing to participate in intercultural communication.

Analysis of recent research and publications. The question of the formation of the vocabulary of language specialties in foreign language classes has been studied both in Ukrainian and foreign science. Thus, scientists considered various aspects of the specified problem: psychological (L.S. Vygotsky, D.I. Feldshtein, Y.A. Ponomaryev, Z.V. Yurchenko), linguistic (L.V. Kardash, O.B. Tarnopolsky); issues of organizing work with the text at different stages of its development (C. A. Boardman, D. Hall, A. Hogue); peculiarities, sequence of learning the oral expres-

sion of thoughts (O.S. Gumankova, S.V. Dengaeva, O.A. Zymovets, E.M. Karpenko, O.P. Mazko, O.S. Mykhaylova, K.E. Kostyuchenko); the formation of students' vocabulary in higher educational establishments (N.F. Borysko, O.V.V. Ozniuk, L.V. Kalinina, S.Yu. Nikolayeva, I.V. Samoilukevich, V.V. Sydorenko).

However, with a large number of methodological studies, there are no special ones aimed at the selection of thorough methods for the development of sets of exercises using the author's methodology of O.V. Vozniuk – approximal and analytical method of teaching a foreign language in institutions of secondary education (Vozniuk, Tychyna, 1998).

Taking into consideration the experience of the scientists, as well as looking for ways to optimize the vocabulary process of students of language specialties using the approximal and analytical method in the process of learning a foreign language, we consider it necessary to emphasize the possibilities of using the approximal and analytical method in the process of learning a foreign language. It should be noted that the educational facilities of the educational institution are oriented towards the development of the child's natural gifts. Therefore, the purpose of our article is to introduce the approximal and analytical method in the process of learning a foreign language regarding the development of the vocabulary of students of language specialties.

To achieve the goal means to use such tasks as studying the peculiarities of the psychological development of students of language specialties in the context of their foreign language learning; analysis of the vocabulary development process of students of language specialties; outlining the didactic potential of the approximal and analytical method in the process of the development of the vocabulary of students of language specialties at the English lessons.

The **main method of our research** is the critical analysis and the summing up of theoretical sources, as well as own development on the use of the approximal and analytical method in the process of vocabulary development of students of language specialties in the English classes.

Main part. The analysis of several theoretical and practical prerequisites for the approximal and analytical method by O.V. Vozniuk allows us to note the following aspects and prerequisites for introducing the method into the educational process of students of language specialties (Vozniuk, 2005: 69-80). For the educational process in the context of teaching a foreign language, an approximal and analytical method based on the phenomenon of semantic and grammatical integration of world languages can be used. This integrality is realized in the visual and semantic universals of various languages of the world, as well as in the thinking of people who speak these languages.

This conclusion follows from the research of N. Chomsky, who developed a universal grammar, which transforms 'surface structures' (at the level of which languages differ) into 'deep structures' (at the level of which languages are integrated and show a certain identity), which become 'innate', which allows us to assert the fundamental unity of the world's languages, when the names of many objects in the surrounding world often sound similar in unrelated languages (Vozniuk, Tychyna, 1998).

So, scientists who studied the basic lexical set of 100 most used words of 60% of the languages of our planet saw that there are structural and logical connections between the names of the same objects when their names sound similar even in the most distant languages. At the same time, such semantic and content motivation of visual and sound signals is characteristic not only for the visual and sound, but also the tactile sphere of the surrounding reality.

Since learning a foreign language on the basis of one's native language (and this is the essence of the specified method), a person is freed from the problem of separating the communicative experience of mastering two languages – native and foreign. And if a foreign language is learned as a native language, then this removes the problem of aggressiveness faced by a person who learns a foreign language outside the communicative environment of its speakers (Voznyuk, Kasyanyuk, 2021).

Therefore, the main feature of this method is the significant convergence of the verbal networks of foreign and native languages to the state of mutual penetration of these languages, when the words of the foreign language – English – are not perceived by the student as words of a foreign language.

On the contrary, in the lexical units of the foreign language, familiar linguistic features inherent in the native language are beginning to be found. Let's consider some of the main ways of converging the verbal grids of a foreign language and the native language to a state of mutual penetration.

1. First of all, there are direct phonetic correspondences when we are dealing with international words that are transparent to understand ("class", "Internet", "caravan", "channel", "canal" etc).

2. The second channel covers so-called indirect phonetic associations, where English words can be understood through the use of certain associations, for example, the word "pigeon" has an association with the word "pignon" and came to English from French, where eccentrically dressed people were compared to by "boys".

3. The next channel involves direct phonetic associations. For example, the word "brave" (which has a number of derivatives – bravo, bravado) can be translated as "brave", that is, "brave". At the same time, it is important to note that the study of these words involves their use in a certain context, when associated words are used together.

4. The next channel – 'word-changing transformations based on the re-awareness of the lexical meaning of words' involves the analysis of the structure of words followed by the re-awareness of the lexical meanings of the parts of the words that are a part of the analyzed words. For example, the word "budget" can be understood as meaning a certain potential for growth.

5. The fifth channel of rapprochement between the lexical composition of the English language and the Ukrainian language is 'word-formation analysis'. If we analyze the composition of the international and fairly understandable word 'basketball', we have such components as 'asket' and 'ball'.

6. The next channel involves semantic transformation, re-awareness of both proper names and geographical names, as well as advertising, etc. For example, the word 'Broadway' is a street in New York 'Broadway'.

7. The seventh channel provides for associative word-changing transformations, when words are transformed, and with them their lexical content. Yes, the word 'corridor' is international and quite understandable.

8. The next channel involves a certain re-awareness of the semantic motivation of English words. Thus, the word 'compulsory' can be semantically motivated by dividing it into structural elements and somaticizing each of the elements.

9. Re-awareness of homophones is important. So, the word "horde" can be connected with the word 'to hoard', i.e. 'to collect', 'to accumulate'.

10. The next channel of the approximate analytical method is the displacement of the semantic motivation of lexical units and its enrichment. Let's consider one example. The English word 'qualification' is translated as 'qualification'.

11. The next channel is related to the use of rhyme, which should play the role of a certain associative bridge between semantically distant words, since their rhythmic structure appears as a key factor that contributes to the emergence of a certain reaction in students to new lexical units that are introduced in class, i.e. rhyme.

12. Therefore, we can talk about the importance of considering the similarity of the phonetic shells of lexical units.

13. It should be noted that the use of the achievements of sound symbolism implies that in the educational process of the higher school the use of lexical units should be in an integral linguistic context. At the same time, you can use words in a single grammatical context – in the field of several parts of speech.

14. The following channel is the usage of etymological series.

15. Here it is extremely important to use so-called nested dictionaries, where lexical units are arranged according to the principle of word formation, when words are placed in certain nests.

16. It is essential that the perception of words is implemented at the level of neural networks of the brain, where words that differ in content and have similar sound shells are perceived in neural zones that are locally close to each other (Voznyuk, 1998).

Therefore, the procedure for implementing the considered channels of convergence of the verbal grids of the English and Ukrainian languages makes it possible to semantically motivate a huge number of lexical units of the English language, which at the same time become 'transparent' – that is, understandable.

We have already noted that the process of learning one's native language is accompanied by the crystallization of the communicative experience of mastering this language. But during the study of a foreign language outside the communicative environment of native speakers, that is, in academic settings, a fundamentally new set of such experience is formed, which is fundamentally separated from the set of communicative and practical experience of mastering a person's native language.

Therefore, the purpose of the approximal and analytical method is to create certain conditions for convergence and integration on a synergistic basis of communicative codes of foreign and native languages with the help of a developed system of approximal and analytical tools for the transformation of lexical and grammatical structures of the English language. The approximal and analytical method implements creative activity, it teaches creativity, because it is aimed at the development and formation of an emotional-figurative-associative-expressive, integral and at the same time multi-meaningful reflection of the surrounding reality, which is inherent to a creative being.

Acquaintance with the approximal and analytical method, in our deep conviction, will be useful for those who study the English language, as this method can help to form a fundamentally new view of the relationship and interaction of foreign and native languages.

It is on the basis of this approximal and analytical method, in our opinion, that an appropriate lexical and grammatical basis for perfect mastery of a foreign language can be formed, which most adequately corresponds to the fundamental goal of modern education – the development of a holistic, multifaceted, creative, harmonious personality.

Let's give an example of a lesson on the topic 'Sports'.

Unit 1

Sport

About 80 words

Basketball – баскетбол → basket (кошик) → ball (м'яч).

Player (плеєр, гравець) → to play (грати) – playful = full of play (грайливий = "повний гри")

Hit (хіт, вдаряти) → musical hit (музичний хіт)

Accurate (від «акуратний» – точний) → accurately (точно)

Strong (від Armstrong – Амстронг, американський астронавт) Armstrong = strong arm.

Gentleman = gentle man (ніжний, шляхетний мужчина), gentility (шляхетність).

Unit 2

This basketball player plays basketball like a monster. (*Цей баскетболіст грає в баскетбол як монстер / потвора*)

He hits the basket with the ball like a monster. (*Він ударяє в кошик м'ячем як монстер/потвора*)

His hits are always accurate (*Його удари завжди точні*)

This basketball player likes musical hits (*Цей баскетболіст/ баскетбольний гравець любить/ полюбляє музичні хіти*)

He plays guitar when he has playful emotions. (*Він грає на гітарі, коли він має грайливі емоції*)

This playful player is full of emotions (*Цей грайливий гравець сповнений емоціями*)

His emotions are positive, and he has strong arms (*Його емоції є сильними і він має сильні руки*)

Unit 3

This basketball player plays basketball like a monster.
 He hits the basket with the ball like a monster.
 His hits are always accurate
 This basketball player likes musical hits
 He plays guitar when he has playful emotions.
 This playful player is full of emotions
 His emotions are positive, and he has strong arms

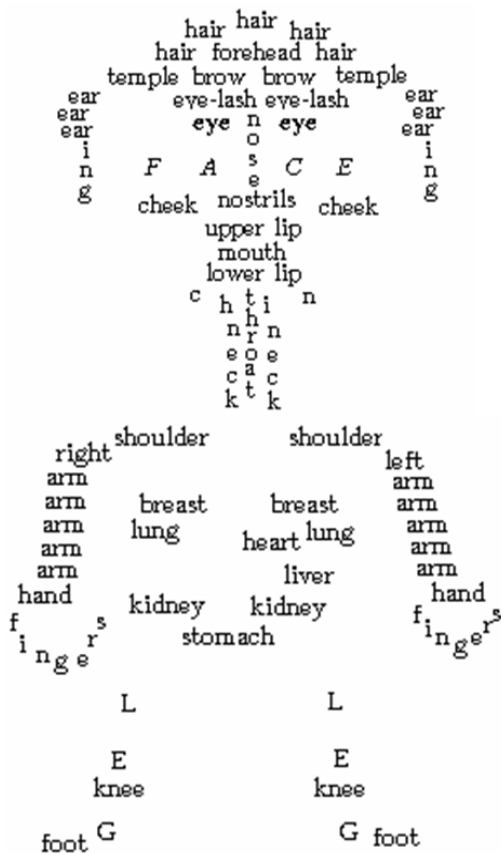
Unit 4

The name of this basketball player is Peter. Peter, being a colossal basketball player, has playful emotions and gentle character, because he is a gentleman and is full of gentility. Peter plays basketball like a monster. He hits the basket with the ball accurately when he is full of musical emotions. His emotions are positive and he has strong arms. Peter visits London academy of music and likes modern musical compositions – abstract music and musical hits. The name of his favourite musical composition is "A serene serenade". This serenade is full of serenity. The translation of this musical composition is "Безтурботна серенада".

The lesson on the topic ‘Sport’ consists of four units, it allows you to learn about 80 lexical units during the lesson.

The first unit reflects the procedure of lexicalization of words, which can be significantly modified and expanded by the teacher through the use of visualization and other means.

The second unit contains sentences that are composed on the basis of lexicalized words. Here these sentences are translated into Ukrainian.



An example of using the method of concrete poetry

The third unit contains the same sentences, but without translation. At the same time, each sentence is written on a separate line.

The fourth unit contains sentences that, firstly, are slightly modified, that is, enriched. Secondly, they record in the form of a certain text. This text is recorded by the teacher on certain media so that students listen to this text every day. As practice shows, students can use their phones and appropriate headsets for this.

The specified process of lexicalization can take about half of the time of an English class. The teacher can devote the second part of the lesson to a more in-depth treatment of the topic.

It should be noted that within the framework of the approximate analytical method, we also used other methods, for example, the ‘concrete poetry’ method, which assumes that the educational material is presented in a visual form, which is built from lexical units that must be learned. So, let's present an image of a person created with the help of words that denote body parts.

The analysis of a number of strategies and methodical principles for the development of the vocabulary of students of language specialties allowed us to conclude that, given the interactive nature of oral speech in English language classes, it is advisable to use the approximal and analytical method, which implements creative activity,

since this method teaches creativity through its focus on development and formation of an emotional-figurative-associative-expressive, integral and at the same time multi-meaningful reflection of the surrounding reality.

Conclusions. Thus, the study of the approximal and analytical method made it possible to find out that its purpose is the convergence and integration on a synergistic basis of the communicative codes of the foreign and native languages with the help of the developed system of approximal and analytical tools for the transformation of the lexical and grammatical structures of the English language; in the educational process, it is appropriate to study not individual lexical units of a foreign language, but their integral complexes, which are reflected in the common links of the neural constellations of the human brain and form vague ambivalent right-hemisphere semantic ensembles.

At the same time, it remains outside the scope of the study and requires further investigations to study the peculiarities of the implementation of the approximate analytical method in the educational process of general educational institutions.

References:

1. Vozniuk O. V., Tychyna O.R. (1998) Aproksymalno-analitychnyi metod navchannia inozemnykh mov [Approximate-analytical method of learning foreign languages]. Zhytomyr: Volyn. (in Ukrainian).
2. Vozniuk O.V. (2005) Novitni netradytsiini metodychni napriamky vykladannia inozemnykh mov [The latest non-traditional methodical directions of teaching foreign languages]. *Teoriia ta metodyka vykladannia filolohichnykh dystsyplin : nauk.-metod. materialy*. vol. 14. pp. 69–80.
3. Vozniuk O.V., Kasyaniuk O. Yu. (2021) Pedagogy of partnership A.G. Ryvina as an innovative resource for learning foreign languages [Pedagogy of partnership A.G. Ryvina as an innovative resource for learning foreign languages]. *Metodychnyi ekspres: Innovatsiini tekhnolohii navchannia anhliiskoi movy: Navchalno-metodychnyi posibnyk dlia studentiv pedahohichnykh spetsialnostei ZVO, kerivnykiv hurtkiv anhliiskoi movy ZDO ta vchyteliv anhliiskoi movy pochatkovykh klasiv ZZSO*. Retrieved from: <http://eprints.zu.edu.ua/33313/>