

DOI <https://doi.org/10.30525/978-9934-26-348-4-59>

THE USE OF DICTIONARIES FOR DEVELOPING FOREIGN LANGUAGE LEXICAL COMPETENCE

ВИКОРИСТАННЯ СЛОВНИКІВ ДЛЯ РОЗВИТКУ ІНШОМОВНОЇ ЛЕКСИЧНОЇ КОМПЕТЕНЦІЇ

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Contemporary foreign language education presents teachers with intricate and daunting professional tasks entailing the development of students' English lexical competence. The individual's lexicon is essential in orchestrating the communication process as a distinct modality of information reception and dissemination, fostering the exchange of ideas, convictions, and impressions. Thus, the adept development of lexical skills constitutes a foundation for the accomplishment of effective foreign language communication. Vocabulary, one of the language components affecting all macro skills [1; 4], elucidates the heightened scholarly focus on identifying the most efficacious methods for its acquisition.

The research aims to provide a theoretical foundation for the contemporary approaches to instructing university students in developing their foreign language lexical competence through dictionaries. The former seeks to identify effective modes, methods, and techniques for assimilating lexical units and cultivating lexically adept skills, thereby facilitating the realization of English-language communication.

The scholar S. Amelina proposed a phased approach to cultivating lexical competence among prospective philologists. The approach in question entails the following subsequent stages: 1) semantization (familiarization with new lexical material); 2) automation (formation and consolidation of skills in employing lexical units); and 3) reproduction (enhancement of skills and the

cultivation of abilities in using assimilated lexical units across various forms of communicative activity) [10, p. 134]. Embracing this structured approach initiates a comprehensive and gradual process to cultivate a sophisticated and proficient mastery of the lexicon within aspiring philologists, augmenting their linguistic aptitude and adeptness in communication.

Generally, students tend to demonstrate complacency in receiving and producing information due to such factors as “unfamiliar vocabularies, mixing words with different textual meanings, difficulties in adopting the mechanics of effective writing and others” [3, p. 108]. In this respect, the dictionary as one of “the mainstays of any language ‘researcher’” [5, p. 168], helps in eliminating these challenges. Moreover, Chen Y. suggests that contextual guessing, a strategy commonly employed for word comprehension, can be susceptible to yielding incomplete or wrong inferences, particularly among learners at lower levels of proficiency in foreign languages [2, p. 242]. In contrast, dictionary use emerges as an alternative approach, giving learners access to an extensive and meticulously accurate compilation of lexical information. Thus, dictionaries are leveraged to strengthen the cognitive processes involved in foreign language acquisition.

The integration of technology within language classrooms has become an inescapable reality. Language learners become increasingly immersed in evolving technological innovations, necessitating their adept utilization for educational gain and their cognitive abilities development [6, p. 103]. According to S. Zhang, H. Xu, and X. Zhang, “as dictionary form is not a significant predictor of vocabulary learning gains, there is no need for language instructors to be torn between electronic and paper dictionaries when advising their students in the choice of the appropriate dictionary for use” [9, p. 29]. Among the predominant merits underpinning the adoption of electronic dictionaries as novel pedagogical tools is their capacity to be less time-consuming resources. This temporal efficiency, consequently, lends itself to the seamless facilitation of additional cognitive processes essential to comprehending textual materials. However, since vocabulary knowledge is “a rich and complex construct” [8, p. 15], its operationalization frequently varies, and diverse assessment tools are employed across different teaching approaches. Notably, lexical competence comprises various categories of word knowledge, and not all can be mastered simultaneously [8, p. 22].

Lexical knowledge assumes a structured and interconnected form, where words are organized based on semantic, syntactic, and associative relationships. This intricate arrangement facilitates efficient retrieval and utilization. A dictionary, serving as a cognitive tool, plays a pivotal role in navigating the web of lexical knowledge since it “provides immediate and direct access to various layers of vocabulary knowledge” [7, p. 139]. The former provides learners with access to detailed definitions, contextual usage,

synonyms, and related information, enabling them to comprehend the word meanings and usage contexts of lexical units. Moreover, dictionaries offer insights into word families, collocations, and idiomatic expressions, thus contributing to a comprehensive understanding of a word's multifaceted dimensions. Thus, dictionaries empower learners to strengthen their lexical competence and foster more precise and effective communication by facilitating instant access to accurate and relevant information.

Using a dictionary-based approach has demonstrated effectiveness in facilitating learners' vocabulary acquisition and retention. Comprehending a word encompasses both an understanding of its form and an apprehension of its semantics. The dictionary-based approach necessitates learners to make discerning decisions concerning the associations between newly encountered words and existing ones, involving considerations such as morphological analysis. The former offers the use of visual aids, antonymous relations, synonymous correlations, as well as hyponymic associations. However, learners are required to establish connections between words independently. Thus, the dictionary-based approach is beneficial for foreign language learners as it facilitates word retrieval and enables the organization of word-related information within an individual's lexicon.

The prospects for future research lie in assessing the effectiveness of different types of dictionaries, such as monolingual, bilingual, or online resources, in foreign language instruction and their impact on learners' lexical competence development.

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DOI <https://doi.org/10.30525/978-9934-26-348-4-60>

THE APPLICATION OF AI IN FOREIGN LANGUAGE LEARNING

ВИКОРИСТАННЯ ШТУЧНОГО ІНТЕЛЕКТУ У ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ

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Недавнім відкриттям розвитку сфери штучного інтелекту став ChatGPT, який підірвав світ технологій та стрімко увійшов у життя людей.

ChatGPT – це нейромережа у форматі чат-бота, розроблена компанією OpenAI. Чат-бот ChatGPT підтримує десятки мов і вміє відповідати на запитання у людській манері. Останнє зумовлено тим, що, крім стандартних навичок нейромережі вивчати та аналізувати величезні масиви даних і робити з них висновки, нейромережа навчається