Секция «Лингводидактика: актуальные проблемы обучения иностранным языкам в ВУЗе»

Teaching vocabulary at ESP classes

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Teaching vocabulary at ESP classes Serdarova Guncha Nurmammedovna Instructor of Magtymguly Turkmen State University Ashgabat, Turkmenistan Education is the factor that determines the fate of the state. The political economic and spiritual progress of any country, any society depends on professional and civil efforts of any citizen. If generation is well-educated, energetic and broad-minded the society flourishes and the state reaches new heights. The main objective of the discipline "English for specific purposes" is to teach students to use English for their future career. And this demands paying attention to the vocabulary, lexicon, which includes not only the single words but also the word combinations that we store in our mental lexicon. In general the discipline «English for specific purposes» identifies the way on lexicon, vocabulary as well. There are common vocabulary and special terms. There is also distinction between vocabulary, traditionally thought to be constituted of single items, and lexicon, which includes not only the single words but also the word combinations. Lexical items: *words (e.g. book, pen) *polywords (e.g. by the way, upside down) *collocations, or word partnership (e.g. community service, absolutely convinced) *institutionalized utterances (e.g. I'll get it; We'll see; That'll do; If I were you. . . ; Would you like a cup of coffee?) *sentence frames and heads (e.g. That is not as . . . as you think; The fact/ suggestion/ problem/ danger was . . .) and even text frames (e.g. In this paper we explore. . . ; Firstly. . . ; Secondly. . . ; Finally. . .) Students who have been encouraged to ask questions and to learn about things and ideas come to university with oral vocabularies many times larger than others. Without intervention this gap grows ever larger as students proceed through school. [Hart: 72] Vocabulary supports reading development and increases comprehension. Students with low vocabulary scores tend to have low comprehension and students with satisfactory or high vocabulary scores tend to have satisfactory or high comprehension scores. The report of the National Reading Panel states that the complex process of comprehension is critical to the development of children's reading skills and cannot be understood without a clear understanding of the role that vocabulary development and instruction play in understanding what is read. [National Reading Panel: 13-14] The meaning of a new word should be explained to students rather than just providing a dictionary definition for the word—which may be difficult for students to understand. According to Isabel Beck, two basic principles should be followed in developing student-friendly explanations or definitions [Beck: 17]: • Characterize the word and how it is typically used. • Explain the meaning using everyday language—language that is accessible and meaningful to the student. Sometimes a word's natural context (in text or literature) is not informative or helpful for deriving word meanings. [Beck: 17]. It is useful to intentionally create and develop instructional contexts that provide strong clues to a word's meaning. These are usually created by teachers, but they can sometimes be found in commercial reading programs. At an initial stage studying of words the teacher includes much of a considerable quantity of exercises, poems. Poems demand processing of structures, sounds, correct intonation and forming emotions. Effective way of activization of vocabulary are exercises: e.g. Words on themes "Energy" and "Radioactivity" are given for a breakdown (it means students, learners should give words on these themes): For

the theme "Energy" : kinetic, elastic, pendulum, conversion, proton, gravity... For the theme "Radioactivity" : uranium, radium, rhodon, alpha, beta, gamma, to emit, process... The teacher can use the condensed method: two students carry out the task for new words (to finish the sententces, words of which are written down through a comma). Others read text with new words then the teacher sets questions controlling the understanding, questions can be written down on a board, or on a paper. The teacher can use also reception False or True statements. You can use game "word chain". Start the game by giving to the students a word which fits your desired theme. Restrict them to vocabulary of a certain unit. Every word given might need to be in singular or plural. The student who starts off the game will have to think of a word that begins with the last letter of the word you provided. If you're practicing nouns and said, "equilibrium," then the student could say "measurement" or "mass." If you're practicing with adjectives and started with "thermal," then the next student might say "low" or "loud." Go around the classroom playing this way and eliminating students who can't think up words quickly enough. At the English lessons crosswords are also used. The aim of ELT is teaching of communicative abilities by focusing on successful language. The challenge is facing is how to convince teachers to change their opinion in favor of new vision about language. The novelty of my work is finding out better ways of teaching vocabulary at ESP classes. Even though many researchers worked on this theme, very few of them reported about the necessity of involving exercises in the form of games. As I teach at the Physics faculty my work includes some tips in teaching vocabulary at ESP for students of that faculty.

Источники и литература

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