

## **WAYS OF TEACHING LEXICAL UNITS TO FOREIGN STUDENTS AT UKRAINIAN LANGUAGE CLASSES**

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From the standpoint of a communicative approach to foreign language teaching in modern conditions, one of the most important linguistic tasks in the teaching method of Ukrainian as a foreign language (UFL) is to expand the framework of traditionally comprehensive vocabulary and grammar by addressing the communicative, cognitive, rhetorical and pragmatic aspects of utterances. At the same time, it is important to build a holistic model of speech development of the individual, including the study of dynamic aspects of speech and their actualization in the language environment, which, in our opinion, is impossible without mastering certain lexical units [5]. These definitions indicate that in linguodidactics we can see an emphasis on the necessity of foreign students' mastering «all aspects of language function», «holistic model of speech development», «expansion of the lexical thesaurus». This requires improving the quality of lexical knowledge, skills and abilities of specialists who study Ukrainian as a foreign language, increasing the variability of lexical thesaurus, developing skills of situational vocabulary use in the necessary social and professional situations of communication and other aspects.

Methods of teaching lexical units (LU) are an extensive section of methods of teaching Ukrainian as a foreign language. Ukrainian vocabulary is the most open and boundless tier of the language system, and time-consuming for foreign students' learning. In relation to vocabulary in the methodology of teaching UFL language can be divided into two periods. In

the early stages of UFL, the attention of methodologists was focused on issues of adequate representation in the educational process of phonetics and grammar. There was no clear justification for how to differentiate a huge mass of words by relevance, difficulty in mastering them. However, a practical course of teaching vocabulary, as well as other aspects of language, which have the property of systematization and communicative value, was gradually formed. To construct the process of learning vocabulary properly, scientists have studied the productivity, frequency, usability of Ukrainian words in speech [2; 3; 6].

Based on our own practice, we absolutely agree with the above systematization of the difficulties of teaching/learning foreign students the UFL vocabulary. Of course, in the modern methodology of UFL there are many different systems of lexical exercises elaborated to overcome these difficulties. To be more precise we came to the conclusion that it is not enough to work with the exercises, that have been discussed, during the period of learning in the language environment. To be more precise, they do not use the educational potential of the language environment in the field of vocabulary. Therefore, the latter gave us an incentive to explore the methodological potential of the language environment in teaching the vocabulary of the Ukrainian language which has not been taught to foreign students previously. The lexical unit in the course of learning Ukrainian as a foreign language is the word; set word combination; set phrase; cliché. Assimilation of the lexical unit (LU) includes the following main stages:

- 1) to understand the meaning and rules of use in speech;
- 2) to remember the meaning and rules of LU;

3) to learn the correct way of using LU in their own speech (quickly and unmistakably), identify and understand it in communication with other people.

The main purpose of working on vocabulary in teaching UFL to foreign students is to develop lexical skills. Lexical skills can be defined as «automated action to choose a lexical unit adequate to the idea and its correct combination with other units in productive speech and automated perception and association with meaning in receptive speech» [1, p. 87]. More detailed content of lexical skills includes: understanding the word and the features of its compatibility in speech; unmistakable use of the word in speech in accordance with the topic and situation of communication, i.e. the ability to use Ukrainian vocabulary for the implementation of both productive speech (speaking, writing) and receptive (reading, listening). In this regard, lexical skills are divided into productive and receptive. Productive skills are understood as the skills of correct word formation and word usage in accordance with communication situations and communication goals. Receptive skills are associated with the recognition and understanding of lexical units in sound speech, in the text [4, p. 222].

The presented observations allow us to conclude that the mastered vocabulary requires, first, numerous repetitions, which is quite possible to organize in a language environment. Second, learners in a language environment explicate speech behavioral tactics that significantly affect the intensity of the process of learning lexical items. Third, the learning element of language spontaneously expands the thesaurus of learners. At the same time, this thesaurus can be significantly expanded by purposefully using methodological techniques. We consider a set of communicative lexical

exercises focused on performance in the language environment to be such a main technique.

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