

I. PROFESSIONAL EDUCATION: THEORY, REALIA, TENDENCIES



EFFECTIVE METHODS OF LEARNING ENGLISH LEXICAL UNITS FOR A 1ST YEAR STUDENT OF A LANGUAGE SPECIALTY

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Summary. This article observes the effective ways of expanding vocabulary of a first-year student whose speciality is foreign languages. In the article the methods of different researchers have been analyzed and original examples have been given. Every method can be used as an independent one or in combination with the others.

Keywords: foreign language; vocabulary; a lexical unit; an effective method; rhymes; associations; logical connection.

In the period of globalization, expansion of political, economic and cultural ties, and, in this connection, the increasing role of foreign language learning, the search for effective methods of increasing the foreign vocabulary becomes particularly important and relevant.

It is known that in order to understand the speech of a native speaker, read literature and use video and audio materials recorded in a foreign language, it is enough to know several thousand words and set expressions. According to the Swedish polyglot and linguist Erik Gunnemark, proficiency in any European language at a basic level requires knowledge of about 400–500 words and 100 set expressions, which is a prerequisite for successful speech interaction with a native speaker in the form of simple explanations, if the speaker's speech speed is low. And in order to express your thoughts more fluently in the process of communication, you will need to know 800–1000 words and about 200 phraseological units, which will correspond to the "mini-level" of foreign language proficiency. The level above is a free operation of 1500–2000 words with 300 stable combinations of words [1, p. 19].

It is not difficult to calculate: to have a good command of the language (that is, to have a vocabulary of 2000 words or more), you need to learn 167 new words every month for a year. However, it is important to note that these words must be commonly used, otherwise the number of known words may not benefit the language learner.

First of all, we considered it necessary to identify the criteria that should meet the methods of expanding foreign vocabulary. In our opinion, accessibility (ease of use), a small amount of time spent on memorizing words, and the quali-

ty of learning and fixing new words in memory determine the effectiveness of methods for expanding the stock of foreign words.

According to selected criteria, the most effective ways to memorize foreign words are the methods developed by I. Yu. Matyugin and O. F. Puscasu: English-Russian rhymes, method of association, logical patterns, the method of phonetic associations, method of entry, method of co-perceptions, the method of the autobiographical associations [2, 3]. To these methods we have developed the following examples:

1. **English-Russian rhymes.** This method helps you quickly remember the translation of a word due to rhyme, and it remains in your memory for a long time. For example, the English word STURGEON, which translates as ОЦЕТР, can be remembered using this method by composing the following rhyming lines: «STURGEON – имя ОЦЕТРА, но переименовался он в Петра. Имя новое не впечатлило, а его лишь рассмешило». And to remember the translation of the word "греческий орех" into English, you can use the following lines: «Орехом вкусным считается WALNUT, хотя его имя мифов о Греции полно». Another example of memorizing another English word «VEAL»(телятина) is a small poem: «Великан ел часто телятину VEAL, в особенности, её он на завтрак съедать любил, без VEAL и он бы дня не прожил, поэтому свою ферму Великан открыл».

2. **Association Method.** The proposed method is based on the ability of the subconscious mind to establish connections between information and its accompanying factors. Using this method, you should associate all the words you are studying with some vivid image. It can be used as unusual images-images, video sequences, sounds, etc. Images that help a foreign language learner remember a particular word or expression may seem incomprehensible and strange to others. However, the main thing is that the accompanying elements work for a specific person.

3. **Logical patterns.** This method is based on the construction of logically connected sequences. For example, the translation of the word "COTTAGE CHEESE" (творог) can be saved in memory, remembering that earlier in Russia cottage cheese was called cheese. And we know the translation of the word "CHEESE" – сыр. And the definition COTTAGE, which stands before the noun, is explained by the fact that cooking cottage cheese was usually the occupation of residents of small villages, that is, cottage cheese was prepared in village houses, called КОТТЕДЖ in Russian.

4. **The method of phonetic associations.** The essence of the method is the selection of consonant words to the foreign word from the words of the native language. Let's say that the phonetic association in Russian for the English word VINEGAR can be салат винегрет, since it is consonant with the proposed VINEGAR. However, this method will be even more effective if combined with the association method. And then you can imagine how we add VINEGAR VINEGAR for taste in a salad ВИНЕГРЕТ. Another example of using the association method in the process of learning foreign words is the asso-

ciation to the word "PLOT", one of the translation options for which is "СЮЖЕТ". The English word "PLOT" is almost identical in sound to the Russian word-association from the phonetic point of view Russian "ПЛОТ". Then, again using the method of sequential associations, the mentioned word can be associated with the image of a famous screenwriter who is on a ПЛОТ thinking about the СЮЖЕТ of a future film.

5. **The method of ENTRY** consists in the fact that a foreign language learner needs to become a participant in the events, get inside the picture presented to them. If we turn to the example of using the method of phonetic associations with the word "VINEGAR", the method of entry can be demonstrated by a person's ideas about how he himself cuts vegetables for vinaigrette, adds salt, oil and vinegar.

6. **The method of CO-PERCEPTION** helps to strengthen the representations used to remember the translation of a word. Co-sensations are the work of several analyzers simultaneously. The totality of the sensations you receive gives you the opportunity to see, hear, smell, and touch what you imagine. A foreign language learner should try to hear sounds, feel touches and smells while memorizing words. In the example with VINEGAR, you should also try to taste the vinaigrette, imagine the bright color of sliced vegetables and feel the subtle aroma of the dish.

7. Another effective way of memorizing foreign words is the method of the **AUTOBIOGRAPHICAL ASSOCIATION**.

8. In this case, you need to turn not to fantasy, but to your memories, to the events that you have actually experienced. For example, if you choose an association for the word GLASS – СТЕКЛО, ИЗДЕЛИЯ, СДЕЛАННЫЕ ИЗ СТЕКЛА, you need to find a suitable consonance. In a specific situation, the above-mentioned word "GLASS" is consonant with the Russian word "ГЛАЗ". To memorize the translation of an English word, you do not need to come up with a plot in which the specified words would be connected. There is only a need to simply remember a situation that would help you learn the translation of the English word "GLASS". In this regard, before you come up with a new storyline, think: probably, these two words are already connected in your memory, and you just need to update this memory and relive it. Psychologist R. S. Nemov established that information that evokes associations with personal experience is remembered faster and for a long period of time.

An English language learner depending on their individual mental characteristics may find a particular method the most appropriate and convenient. The above methods can be used independently. However, in order to achieve the most effective memorization of English words, it is recommended to combine them. It is worth noting that the methods of learning lexical units of the English language indicated in this article will help to activate the process of learning this language, make it exciting and diverse.

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ВЛИЯНИЕ ГЕНДЕРНОЙ ИДЕНТИЧНОСТИ НА ВЫБОР ПРОФЕССИИ В ЮНОШЕСКОМ ВОЗРАСТЕ

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Summary. The article examines the problems of the influence of gender on professional self-determination in adolescence. The theoretical positions on the research problem are determined. The results of the empirical research carried out on the basis of the senior grades of the municipal educational institution are reflected. Conclusions are made regarding the manifestations of gender identity in choosing a profession at adolescence.

Keywords: gender socialization; gender socio-cultural stereotypes; gender identity; gender approach to professional self-determination.

Одним из предикторов выбора профессии современной молодежи выступает гендерная социализация, что детерминирует условную дифференциацию профессий на «женские» и «мужские». Следовательно, гендерные социокультурные стереотипы не могут не оказывать влияние на профессиональное самоопределение в юношеском возрасте. Между тем, анализ источников по проблеме исследования показывает, что гендерная специфика профессионального самоопределения юношей и девушек изучена недостаточно. Решение данной проблемы определило цель исследования – теоретическое обоснование и эмпирическое изучение влияния гендерной идентичности на выбор профессии в юношеском возрасте. Анализ научных работ Деревцовой А. Б. [1], Кулагиной Н. В. [2], Чуркиной Н. А. [3] позволил определить теоретические позиции нашего исследования.

1. Важным компонентом социализации в юношеском возрасте является многомерный и многоступенчатый процесс профессионального самоопределения: во-первых, принятие юношами и девушками решений для установления баланса между личностными предпочтениями и кадровыми