LEXICAL COMPETENCE IN INDONESIAN ORAL SPEECH OF FUTURE PHILOLOGISTS: EXPERIMENTAL VERIFICATION OF THE FORMATION EFFECTIVENESS

Abstract. The article examines the problem of forming the lexical competence of future bachelors of philology in Indonesian oral speech. Students' lexical competence is the ability to perceive and produce oral and written messages, actualize and use the vocabulary of Indonesian language in the process in order to perform effectively in leading areas such as personal, educational, social and professional. The outlined competence reflects knowledge of the semantics and spelling of lexical items, which helps recognize them in phrases, sentences, dialogues, monologues, articles, novels, etc. In order to form lexical competence of future bachelors of philology, it is appropriate to use the potential of independent work and educational and research activities. Independent work is carried out under the supervision of the teacher, but specifying the goal, determining the sequence of actions, and choosing necessary methods are carried out by the students. The outlined work allows you to form independence, responsibility, purposefulness, discipline, and organization in future specialists. Educational and research activity is a method of forming lexical competence, as well as mastering the procedures of theoretical and empirical research by students. Methodical procedures of organizing educational and research activities were explorative and creative tasks of literary and pedagogical direction. The article examines the problem of lexical competence formation in Indonesian oral speech among linguists using relevant methodological recommendations. It is substantiated that Indonesian language competence is an important area of study for a philologist. On the basis of the analysis of lexical units, the necessary material, the speech experience of the philologist and other
characteristics of Indonesian oral speech, the necessary method of studying this direction is drawn up. A step-by-step formation of the lexical competence of future linguists is proposed.

**Keywords:** lexical competence, philology students, Indonesian oral speech, method of forming lexical competence, experiment, methodical prerequisites for the effectiveness of the developed technique.

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**LEYCHICNA KOMPETENTNISTЬ B USNOMU İNDONEZIYSKOMU MOVLENNÍ MAIYBUHTIHNIH FİLOLOGİV:**

**EKSPERIMENTALNA PEREVIŔKA EFECȚIVNOSTI FORMUVANÍ**

**Анотація.** У статті досліджується проблема формування лексичної компетентності майбутніх бакалаврів філології в індонезійському усному мовленні. Лексична компетентність студентів є здатністю сприймати та продукувати усні й письмові повідомлення, актуалізувати та використовувати в цьому процесі лексичний фонд індонезійської мови з метою ефективної діяльності в таких провідних сферах, як-от особиста, освітня, соціальна та професійна. Окреслена компетентність відображає знання семантики та орфографії лексичних одиниць, що допомагає їх упізнавати у словосполученнях, реченнях, діалогах, монологах, статтях, романах тощо. З метою формування лексичної компетентності майбутніх бакалаврів філології є доречним використовувати потенціал самостійної роботи та навчально-дослідницької діяльності. Самостійна робота виконується під контролем викладача, але конкретизація мети, визначення послідовності дій, вибір необхідних методів здійснюються студентами. Окреслена робота дозволяє сформувати у майбутніх фахівців самостійність, відповідальність, цілеспрямованість, дисциплінованість, організованість. Навчально-дослідницька діяльність є методом формування лексичної компетентності, а також оновлення студентами процедурами теоретичного та емпіричного дослідження. Методичними прийомами організації навчально-дослідницької діяльності були пошуко-творчі завдання, літературного та педагогічного спрямування. У статті розглядається проблема формування лексичної компетенції в усному індонезійському мовленні у лінгвістів з використанням
відповідних методичних рекомендацій. Обґрунтовано, що індонезійська мовна компетенція є важливим напрямом навчання філолога. На основі аналізу лексичних одиниць, необхідного матеріалу, мовленнього досвіду філолога та інших характеристик індонезійського усного мовлення складається необхідна методика вивчення даного напрямку. Пропонується поетапне формування лексичної компетенції майбутніх лінгвістів.

Ключові слова: лексична компетентність, студенти філологи, індонезійське усне мовлення, методика формування лексичної компетентності, експеримент, методичні передумови ефективності розробленої методики.

**Formulation of the problem.** Trends related to the need to master foreign languages, such as growing globalization, increasing the role of communication and development of multilingualism, exacerbate the problem of professional development.

They aggravate the problems of professional training. In particular, the study of foreign languages is becoming more and more important in the professional training of future linguists. This is due to the fact that an important component of communication in a foreign language is knowledge of foreign language vocabulary and its correct use. The formation of lexical competence in Indonesian oral speech is one of the important problems of methodology of teaching Indonesian language, because vocabulary is the main prerequisite for fluency in the language. The ability to correctly and accurately express one's thoughts and understand the speech of others depends on the vocabulary. Indonesian language teaching methodology has not been widely and systematically investigated in theory and practice of language operations around the world. This is due to the fact that Indonesian vocabulary is peculiar in its origin, meaning, and functions. The reflection of the linguistic picture of the world in lexical means of Indonesian language is peculiar, and all this creates numerous linguistic, psychological and methodological problems.

**The purpose of the article** is to analyze theoretical and practical justification, peculiarities of the methodology and stages of development of Indonesian lexical competence of future linguists.

**Presenting main material.** The experiment in research on teaching methods now plays a key role, because the effectiveness of the developed methods can be proven only under the condition of experimental approval and the application of mathematical statistics methods to the analysis of the obtained results.

Based on the conclusions of scientists, we define the following components of the experiment:
- the purpose and tasks of the experiment;
- object and subject of research;
- time limitation (duration);
- plan and structure of the experiment;
- experiment hypothesis;
- the availability of educational materials, technology and learning models,
- the effectiveness of which is subject to verification;
- availability of experiment participants;
- the possibility of isolated consideration of the methodical influence of the
  factor that is being researched;
- availability of varied and non-varied values;
- application of a mathematical apparatus to calculate the results of the
  experiment;
- availability of assessment criteria and standards.

The purpose of this study is to present the results of an experimental
verification of the methodology of forming lexical competence in Indonesian oral
speech of future philologists.

Tasks of the experiment:
1) to develop educational materials for the formation of lexical competence in
   Indonesian oral speech of future philologists at the initial stage of education; develop
   a subsystem of exercises and a model of the author's methodology; decide on the
   type of experiment, form the purpose and tasks of the experiment, research
   hypothesis, select experiment participants; develop evaluation criteria and standards;
2) To conduct the first stage of experimental training, applying option 1 of the
   developed methodology (using multisensory methods);
3) To conduct the first intermediate section to identify the learning outcomes
   that were studied according to option 1 of the author's methodology;
4) To conduct the second stage of experimental training, applying option 2 of
   the developed methodology (differentiated training based on the dominant modality
   of perception);
5) To conduct a second intermediate section to identify the learning results of
   students who studied according to option 2 of the methodology; to compare the
   results of two intermediate sections, to determine which of the models of the author's
   methodology is more effective;
6) To conduct the third stage of experimental training, applying option 1 of
   the developed methodology (using multi-sensory techniques);
7) To conduct a third intermediate section to identify the learning outcomes
   of students who studied according to option 1 of the author's methodology;
8) To conduct a quadruple cut (summary) to identify the learning results of
   students who studied according to option 2 of the methodology; to compare the
   results of the second, third and fourth sections, to determine which of the models of
   the author's methodology is more effective.
The duration of the experiment was determined according to the model of our methodology developed in subsection 2.3. The experiment lasted from September 2018 to May 2023. The experiment was carried out for 36 credits (1080 hours), 18 credits in each course. The lexical aspect, which was partially integrated with speaking and listening, made up a third of the total time fund.

Considering the small number of philology students who participated in the experiment (4 and 6 people in groups - such a number of students will not allow us to draw objective conclusions about the effectiveness of the developed methodology), we used a special organization of the experiment:

- the vertical experiment type was chosen, with alternate changes of options 1 and 2 of the author's methodology in the same groups;
- at all intermediate stages, the results of the students were collected and then the results obtained for the topics studied according to model 1 were compared with the results obtained for the topics studied according to model 2.

The hypothesis of the experiment consists in the assumption that the level of lexical competence in Indonesian oral speech will be high under the following conditions: the organization of training on the basis of competence, communicative activity and person-oriented approaches, in accordance with the principles of training developed in section 1, provided that the methods of training and explanation are used, and as well as the use of the developed subsystem of exercises, which is implemented in four stages, and variant 2 of the model of the author's methodology.

We define option 2 as more optimal for the formation of lexical competence in Indonesian oral speech for the following reasons: using the techniques of differentiated learning based on the dominant modality of perception during the independent acquisition of vocabulary, students can activate the leading receptors for the perception of Indonesian vocabulary to a greater extent, which should lead to more positive results than using only multisensory learning methods.

The participants of the experiment were students of the 1st and 2nd courses of the specialty 035 "Philology", who study the Indonesian language as a major at the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv. Due to the small number of students enrolled in this educational program, we made a continuous sample. A total of 20 students took part in the experiment (table 3.1.2 shows the number of students by years of study).

Unvaried experimental conditions: constant composition of experiment participants; the number of credits, the share of classroom hours and independent work within one content module; number and subject of content modules; evaluation criteria; teacher-experimenter, system of exercises.

According to the model of the developed methodology, the methods of perception and memorization of lexical units are determined by the variable value.
Option 1: Formation of lexical competence is carried out using only multisensory methods.

Option 2: Formation of lexical competence is carried out using methods of differentiated learning based on the dominant modality of perception.

According to P. B. Hurvych's classification [1, p. 26-36], the experiment is basic (provided the verification of a certain hypothesis), vertical (verification of the model variants of the author's methodology on one sample); natural (learning took place in the normal conditions of a higher education institution); open (the teacher updated materials for the formation of lexical competence in oral speech, students composed a variety of monologues, dialogues).

The evaluation of lexical competence in Indonesian oral speech took place as follows: the formation of lexical competence in Indonesian oral speech indicates the need to refer to the conclusions of S. Smolina, who believes that checking individual words is impractical, because the presence of vocabulary knowledge does not yet guarantee the development of lexical receptive / reproductive skills. The lexical component of speech should be checked in the process of developing skills in listening, speaking, reading and writing, because the formation of lexical skills is not an end in itself, but a means of developing speech skills [4, p. 23]. We analyzed various criteria proposed by scientists to evaluate the assessment of lexical competence [6, p.133; 5, p. 20; 2, p. 16; 3, p. 34], took into account the content of lexical competence in Indonesian oral speech, and came to the conclusion that the following criteria should be recognized as the most relevant for measuring the specified competence:

In listening:
- Accuracy of understanding of a lexical unit: the defined criterion provides an assessment of the semantic and functional accuracy of understanding a word in speech, which consists in correctly determining the denotative and connotative meanings of lexical units, establishing the connection of the word with other words in the sentence;
- Correlation of the word with the referred referent: the specified criterion is aimed at checking the level of mastery of extralingual information, which is indicated by a lexical unit; the ability to correlate lexical units with objects, processes of the surrounding reality.

In speaking:
- The correctness of word usage: the defined criterion combines pragmatic correctness (adequate use of a lexical unit in accordance with the intention of the speaker), situational correctness (the correspondence of a lexical unit to the communication situation), functional correctness (the correct combination of a word in the context with other words; the correct combination of phrases and dialogical units), phonological correctness (correct pronunciation of a lexical unit).
- Speed of speech: this criterion is aimed at evaluating the speed of transferring lexical units into working memory and using them during speech.

- Depth of reflection: the specified criterion is aimed at checking the ability of students to objectively assess the level of their lexical competence: the smaller the discrepancy between self-assessment results and real results, the higher the reflection.

- Sustainability of motivation and learning autonomy: according to this criterion, we check the readiness and desire of students to independently replenish their lexicon with new vocabulary, expand extralingual knowledge about the culture, everyday life, natural environment of Indonesians.

So, according to the developed scale, students can score from 0 to 50 points. Accordingly, 45-50 points - "excellent" (high level of lexical competence), 37-44 - "good" (sufficient level of lexical competence), 30-36 - "satisfactory" (average level of lexical competence), 0-29 - "unsatisfactory" (low level of lexical competence).

The results of the experiment show that the level of lexical competence in Indonesian oral speech increased when students studied according to option 2 of the author's methodology (the formation of lexical competence is carried out using the techniques of differentiated learning based on the dominant modality of perception); the level of lexical competence in Indonesian oral speech decreased when mastering the content-thematic module switched to option 1 of the author's methodology (formation of lexical competence is carried out using multisensory learning techniques). The increase and decrease in student learning was uniform during all evaluation cuts. The uniformity of the increase / decrease of lexical competence in Indonesian oral speech is confirmed using Pearson's $\chi^2$ test. In the process of the experiment, the hypothesis was proven: the level of lexical competence in Indonesian oral speech will be high under the following conditions: the organization of training on the basis of competence, communicative activity and person-oriented approaches. In accordance with the principles of training developed in section 1, under the condition of using training and explanation methods, and as well as the use of the developed subsystem of exercises, which is implemented in four stages, and variant 2 of the model of the author's methodology.

The teaching method has considerable experience with the stages of development of lexical competence. There are six stages of development of lexical skills:
1. Perception of the word in its functional process, formation of the sound image of the word;
2. Interpretation of the word;
3. Imitation of a word separately or in context of a sentence;
4. Concretization (independent naming of objects with certain words);
5. Combining (introduction of words into new connections);
6. Use of words in different contexts.

At this stage, the main focus is on the development of word reproduction skills. The following stages are distinguished in development of receptive lexical competence:

1. Presentation, interpretation and primary fixation of lexical units (perception, recognition, identification, differentiation, independent interpretation, imitation, nomination and memorization of lexical units);
2. Automation of the student's speech acts (replacement, addition, expansion of speech samples, semantically appropriate replacement, selection from the semantic field according to the intention and relevance of the lexical unit);
3. Addition of new words to simple or complex expressions.

Thus, it is assumed that the development of receptive lexical competence involves the use of receptive-repetitive practice, which stands between the receptive perception of lexical units in speech, the analysis of their meaning and function, and the receptive perception of words in sentences. Perception of lexical units is optimized if the student has a sound-semantic image-standard in their head. This sound-semantic reference image is created with the help of the human articulation system and is stored in the cerebral cortex.

The method of formation of Indonesian oral speech of the future linguist is implemented through exercises in four subsystems. Its stages are important in the method of forming lexical competence.

The first stage is the acquisition of cognitive and metacognitive strategies for learning vocabulary. The purpose of this stage is to identify the students' dominant type of perception, and to acquaint them with metacognitive and cognitive strategies for learning vocabulary. At this stage, students are tested to identify their dominant type of perception - visual, auditory, kinesthetic. Students acquire knowledge about the peculiarities of memorizing vocabulary, about cognitive and metacognitive strategies and the peculiarities of their application.

The second stage is the perception, recognition and memorization of the form, meaning, and function of the word. The tasks of this stage are the acquisition of knowledge about the way a word is used in speech, its meaning and properties; establishing connections between the word and the specified referents; development of recognition and reproduction skills of lexical units; development of the ability to apply multisensory strategies for learning vocabulary and learning based on dominant forms of perception. At this stage, students get acquainted with the lexeme, form a sound-meaning image of the word in their minds, develop knowledge about the semantics of the word and the specifics of its function in speech, recognize and imitate the word, establish connections between the word and its referent, apply metacognitive and cognitive strategies.
The third stage is the automation of actions of perception and repetition at the level of utterance/response and meta-utterance/dialogue. The tasks of this stage are the consolidation of knowledge about lexical units and the referents they represent; formation of skills of perception and reproduction of words; development of the ability to apply multisensory vocabulary learning strategies; learning based on dominant ways of perception; reflection; teaching independence in learning vocabulary; development of the thesaurus and strong motivation to expand the vocabulary.

The fourth stage is situational and communicative. The purpose of this stage is the expansion of extralinguistic knowledge, the development of vocabulary acquisition and reproduction skills at the level of mini-monologues and mini-dialogues, as well as the development of reflection during the acquisition of vocabulary, educational autonomy and a strong desire to replenish one’s thesaurus and vocabulary.

In order to implement the method of increasing the level of vocabulary in Indonesian oral speech, it is necessary to build a model of the learning process. A model is a mentally constructed or materially realized system that reflects the object of research, or a system that reflects certain characteristics of the object for research purposes. A model is considered successful if it exhibits behavior and structures similar to the original under study, and if, based on this study, it is possible to discover new features and characteristics that are not included in the input material. In speech therapy, models that organize the language learning process are artificially constructed objects that reflect the structure of the learning process and the relationships between its components.

Such components tentatively include the goals and expected results of training, object of training, topic of training, training disciplines, content of training, training methods, forms of training organization, training materials and administrative forms.

The linguosyntactic model of the formation of lexical competence in Indonesian oral speech is based on the following principles:
- Cyclicity: each content and thematic module is considered as a cycle in which subsystems of exercises are performed in the appropriate sequence. Each training cycle is built according to the approaches and principles of training outlined in it, using the methods and tools of training described in the same subsections;
- Systematic: all content and thematic modules are interconnected, and lexical items learned in previous lessons are systematically repeated in subsequent modules;
- Gradualness: the linguo-syntactic model is used gradually in the educational process. Gradual implementation includes a series of content-thematic modules, each of which has its own goals, volume of lexical units and a subsystem of exercises;
Expediency: this principle of the language didactic model involves setting achievable goals in the learning process, selecting the amount of vocabulary that students can learn in content and thematic modules, and using sets of exercises that correspond to the content and the stage of development of lexical skills;

Visibility: the model should be visualized as a diagram showing its components and their relationships.

The effective application of the author's methodology depends on the definition and observance of a number of methodological prerequisites.

The first prerequisite is the formation of lexical competence in Indonesian oral speech in the unity of cognitive, activity-practical, reflective, behavioral and motivational components. Therefore, lexical competence should go beyond the traditional knowledge of lexical units and the skills of operating them. In the process of forming lexical competence, students must acquire a stable motivation to enrich their vocabulary as well as reflection, learn to independently enrich their thesaurus and lexicon. As the results of the experiment showed, reflection, motivation, and learning autonomy have a direct impact on the formation of direct knowledge of the form, content, and function of words, as well as on the quality of the skills of operating with these words.

The second methodological prerequisite for the effectiveness of using the author's methodology is the consideration of the typological features of the Indonesian language in general and vocabulary in particular. The root and affixal lexeme units of the Indonesian language have nothing in common with Indo-European languages (in particular with Ukrainian and English), even words called internationalisms by Europeans have specific counterparts in the Indonesian language. One more feature should also be taken into account - the syncretic-discrete reflection of reality in linguistic means: the Indonesian language is characterized by discreteness, that is, the elemental perception of the realities of the surrounding reality, which is conveyed by several lexical units, while the Ukrainian language tends to the syncretic reflection of reality in language. Learning the vocabulary of the Indonesian language is the formation of a specific linguistic picture of the world, which has significant differences with Ukrainian in sensory-receptive, logical-conceptual, emotional-evaluative and moral-value components. Indonesian language has a large amount of vocabulary borrowed from other Eastern languages, there is also a layer of words borrowed from European languages. All this indicates that the study of the formal aspect of lexical units causes significant difficulties for students due to the lack of a lexical substrate that is similar to the native or studied foreign languages. Accordingly, the student's potential vocabulary is minimized, and to learn almost every word, about six cases of its reception and reproduction are necessary.

The third prerequisite for the effectiveness of the author's teaching method is the rational organization of repetitions of lexical units: at the memorization stage,
The interval between repetitions should be doubled each time, thus, it is necessary to achieve a relatively permanent use of the lexical unit for a long time of learning; learning and repetition of words should be done in sentences and in texts.

The fourth prerequisite for the effectiveness of the author's methodology is the combination of teaching techniques based on multimodal perception of lexical units (with the simultaneous use of visual, auditory and motor receptors) during classroom training, and techniques that rely on the dominant modality of perception - auditory, visual and kinesthetic - under independent work time. Since there are students with different types of dominant modality of perception in the classroom at the same time, we believe that teaching methods based on multisensory reception of lexical units are quite appropriate. However, during independent work, students can use learning techniques that reflect the specifics of their dominant modality of perception. As the results of the experiment showed, the variant of the author's method of differentiated vocabulary learning based on the dominant modality of perception has positive results in the formation of lexical competence of future Indonesian philologists. For audials, the main methods of learning are listening to lexical units both individually and in contexts with the use of voice-over speech, electronic dictionaries, which should be combined with speaking, writing and reading. For visuals, the main learning techniques are reading words separately and in contexts, using colorful fonts, rewriting / rereading words / sentences, using images of objects denoted by words. For kinesthetics, learning techniques accompanied by physical movements are effective - we use writing down words separately and in contexts, using words simultaneously with performing the actions they denote, using facial expressions, gestures, depicting objects with movements in the air.

The fifth prerequisite for the effectiveness of the developed methodology is the formation of students' cognitive (organization of repetitions, creation of mental connections, use of supports, organization of actions with new vocabulary) and metacognitive (strategies of using optimal methods of memorization) strategies. Students' mastery of cognitive and metacognitive strategies creates prerequisites for organizing independent work on vocabulary acquisition, as well as prerequisites for autonomous permanent replenishment of one's own vocabulary.

The sixth prerequisite is the use of a speech-motor analyzer as a support in vocabulary learning, which is realized in the reproduction of lexical units out loud both separately from the context and in contexts. It is the speech-motor analyzer that, on one hand, contributes to the acquisition of lexical skills in speaking, and on the other hand, thanks to the pronunciation of lexical units, forms reference images in the student's mind, which develop the basis for listening training.

The seventh prerequisite can be defined as the organization of the process of forming the lexical competence of Indonesian philologists on the basis of...
competence-based, communicative-active and personally oriented approaches. The systematicity of the mentioned approaches will make it possible to build such a strategic line of vocabulary learning, which covers and projects the target, content, operational, subject and control-corrective components of the methodical system, implements student-centered learning. According to the unity of these three approaches, learning the vocabulary of the Indonesian language is a process of forming lexical competence, which includes, in addition to lexical knowledge and skills, reflection, sustainable motivation, learning autonomy, that is, readiness for permanent development of one's vocabulary. The formation of lexical skills, which form the basis of lexical competence, takes place by practicing the reception (listening) and reproduction (speaking) of words, followed by their integration into speech activity - listening and speaking. A personally-oriented approach allows you to form individual development trajectories of students' lexical competence, to let them know their natural abilities, their abilities to learn the language and to use them effectively when mastering the lexicon and thesaurus of the Indonesian language. The trinity of the mentioned approaches involves relying on the system of teaching principles - situationality, communicatively oriented formation of speech skills, functionality, taking into account the native language, awareness of educational material, individualization, differentiation, development of educational autonomy, interconnected learning of language and culture, a combination of country studies, linguistic studies and sociolinguistics.

The eighth condition for the effectiveness of the methodology for the formation of lexical competence in Indonesian oral speech among future philologists is the careful selection of lexical units that meet a number of criteria: thematic, situational, semantic-functional value, cultural markedness, historical-cultural value, derivational value, frequency, and thematic comprehensiveness; communicative situations in which students acquire skills in the correct use of a word in speech, combining it with other words; textual materials in which the word can represent semantic and functional features. Text materials must correspond to a certain topic, contain studied lexical units in contexts that reflect the semantic and functional range of the word, features of its conjugation, correspond to the level of education of students, contain new and interesting information of a linguistic and/or extralinguistic nature. Audio materials should cover elements of verbal and non-verbal information that make up the cultural layer of communication. A careful selection of visual materials will help form a complete and deep understanding of the culture, daily life, and natural environment of Indonesians.

The ninth prerequisite for the effectiveness of the author's methodology is the use of a subsystem of exercises for the formation of lexical competence in Indonesian oral speech in future philologists, which is implemented in four stages and involves, in addition to the acquisition of receptive and reproductive lexical
The method of forming lexical competence should assume, firstly, that a philology student learns the pronunciation and spelling of words. They should also familiarize themselves with the structure of the word, that is, be able to separate the morphemes of the word and be aware of the most common derivations and inflectional forms. For this purpose, it is necessary to learn the "syntactic behavior" of words in phrases and sentences. In addition, the philologist must learn the comparative, emotional and pragmatic meaning of the word. The
comparative meaning includes various interpretations of the word form and metaphorical extensions of the meaning.

The emotional meaning means the connotations of the word. Pragmatic meaning is reflected in knowledge about the use of this word in certain situations. In addition, the future philologist should also study the lexical relations of the word with other words, that is, know synonyms, antonyms, hyponyms.

Based on the work of researchers, we consider it appropriate to stage the process of forming the lexical competence of future philologists:

− semanticization (familiarization with new lexical material);
− automation (formation and primary consolidation of the skills of using lexical units);
− reproduction (improvement of skills and development of the ability to use learned lexical units in various types of speech activity).

It should be noted that vocabulary can be formed directly or indirectly. During direct study, students perform specially designed exercises and tasks for vocabulary development. Language exercises, forming students' language skills of word change, form formation, and construction, have a positive effect on the formation of language skills and the development of relevant skills. We adhere to the opinion that the assimilation and replenishment of vocabulary through the performance of special exercises is expedient, because lexical exercises are one of the forms of communicative activity.

In indirect vocabulary learning, the student focuses on another type of activity, for example, listening or reading, and at this time imperceptibly learns words. In our opinion, when forming the lexical competence of philology students, more attention should be paid to the indirect way of acquiring vocabulary.

It is also important to teach the student strategies that will help him learn vocabulary in situations in which they encounter unfamiliar words or the meanings of words they know.

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