TEACHING ENGLISH VOCABULARY TO UNIVERSITY STUDENTS

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Learning a foreign language is a difficult and challenging experience for both the student and the teacher. The former has to find enough strength and determination to walk the path of knowledge, while the latter needs to provide all means to make this challenging path easier. Syntax, grammar, phonetics and punctuation are given much attention and care by the contemporary foreign language tutors [1, p.34].

However, the language vocabulary, which is one of its crucial elements, is often neglected and given less attention.

This article examines the contemporary methods and techniques that attempt to bring the vocabulary teaching to an appropriate level and analyses how vocabulary teaching is different to that of grammar.

The aim of the present study is to investigate how vocabulary teaching should be understood by teachers of higher education establishments, strategies of teaching vocabulary are to be developed.

The relevance of the work is connected with the fact that these days we can see that lack of the students' vocabulary. Teaching vocabulary is one of the most important parts of teaching foreign languages. As we know that vocabulary represents one of the most important skills necessary for teaching and learning a foreign language, listening comprehension, speaking, writing, spelling, and pronunciation. Vocabulary is the main tool for students to use English effectively.

Material and methods. In the present research, we used the following research methods: cause and effect method, descriptive method.

Findings and their discussion. Every cognitive process relies on the human ability to memorize new information and use it appropriately. From a biological standpoint memory can be divided into two distinct categories: short-term and long-term. The former operates for an incredibly short period of time (18 to 30 seconds) while the latter allows the student to store necessary information that is to be used later [2, p.12]. The emphasis is on "necessary" and this parameter dictates the likeliness of particular data being successfully preserved in memory.

Therefore, vocabulary learning is quite different to that of syntax or grammar because foreign language students fully understand the fact, that it is virtually impossible to speak fluently and comprehensibly without the knowledge of basic grammar rules. Hence, they place more emphasis on learning the latter, while the former is given less priority. This tendency leads to severe consequences because students may find interpreting foreign speech an incredibly difficult task due to limited vocabulary. It also limits their ability to

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convey their own messages because the amount of words they know is limited. Even though their speech is grammatically correct, it will not show signs of profound subject knowledge because their expression tools are limited. Scarce vocabulary also leads to a significant decrease in speech fluency. Our memory is not consistent enough to utilize every single word; therefore, it is incredibly useful to know a number of synonyms that can replace a word that the speaker failed to remember. Having varied vocabulary does not only complement good grammar skills, but enables the student to be proficient in all spheres of language applications: from comprehending authentic speech of native speakers, to conveying their own messages.

Despite the immense importance of vocabulary learning, surprisingly little emphasis is placed on teaching it. In most cases students are expected to learn the new vocabulary on their own and are given lists of words that are often loosely connected with each other. This poor and unsystematic approach to teaching one of the essential parts of any language is not efficient and typically yields unsatisfactory results. Students may have proper motivation and may be willing to acquire new knowledge but without proper guidance and concrete instructions to follow their own efforts may not be enough.

The crucial aspect of vocabulary teaching is the presence of contextualization. Human memory stores data much more sufficiently if it can be provided with a logical link to preexisting information, i.e. an association. Hence, new vocabulary should be presented in proper context that is appropriate to the student's level; therefore, can be comprehended. Contextualized methods of vocabulary study include word grouping, word association and visual imagery [3, c.76].

Word grouping is the most common way of presenting new vocabulary for further study. This teaching method divides vocabulary into groups that are either relevant to the topic the class is currently studying (health, economy) or have a common trait (nouns, negations, question words etc.). Even though these lists provide context and are supposed to ease the studying process, it heavily depends on the student's subjective perspective. The topics that are not quite compelling or deemed useless to the future qualification will not resonate with the learner's personal motivation; hence, be given less priority.

Word association demands a level of students' involvement in the process because it relies mainly on their ability to construct semantic links between new words and the ones they have already stored in their memory. For example, a word *"study"* may be connected with such words as *"knowledge, skill, university, and career"*. The majority of students should not have any difficulties creating their own associations to make memorization process easier, regardless of the association complexity. This method is highly effective when foreign language learners have already acquired a substantial amount of words in a particular field of study so that they are able to link them with the new ones.

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Various types of imagery generally help students shape an image of the object they attempt to remember, further amplifying the rate of memorization process. In addition, if the new vocabulary is provided with illustrations and thorough elaboration, it may help learners get acquainted with something they have not encountered before. The increased attention to details in this method makes the information accessible and easy to comprehend and memorize.

Conclusion. In conclusion, teaching vocabulary should be given as much attention as grammar, syntax, punctuation and phonetics. It is one of the essential parts of the language that is often neglected by the teachers leading to a variety of issues regarding the future specialists' proficiency. Human memory depends on contextualization of information, which is why providing vocabulary within context and making its study systematic is imperative for successful language learning. Grouping words according to the common traits they possess, providing them with imagery and detailed descriptions is one of the most effective ways of teaching vocabulary.

1. Oxford, R. L. Second language vocabulary learning among adults: State of the art in vocabulary instruction / R.L. Oxford – Toronto University Press, 1994. – 231 p.
2. Wilson, S. English Vocabulary Size in Adults and the Link with Educational / S. Wilson – Swansea University, 2018. – 26 p.
3. Graves, F.M. Teaching Vocabulary to English Language Learners / F.M. Graves – Teachers College Press, 2012. – 163 p.

THE PECULIARITIES OF THE KNIGHT'S ARMOUR (ACCORDING TO THE LITERATURE OF THE MIDDLE AGES)

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The Middle Ages is a huge period that takes place from the 5th to the 15th century. This era is famous for its sophisticated situation in social, religious, and cultural life. Why is it sophisticated? Even today there is no certain point of view whether it was dark and bloody time or the years of the improvements that have made the start of The Renaissance possible. Still we can't deny the achievements that were achieved during this era. They are: the rising of the power of Catholic Church, the birth of many nations with their own individual legends and languages, the creation of rhyme in literature, etc.

Also we all know that during this period the institute of knighthood was born. And very soon knights became the dominant, key figures in many well-known. A knight was drawn as a perfect warrior in our imagination and we all wanted to resemble him. But the image of a knight is much more sophisticated than we can imagine. It should be mentioned that a knight was the vassal of his king and served him all the life. Battles were the main work for a knight in

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