

In our opinion, it is necessary to disseminate information in society about what to do if signs of a mental disorder were found in yourself or your loved ones; about helpline numbers and addresses where you can get help, about the inadmissibility of self-medication.

**Conclusion.** Thus, we can say that the problem of mental disorders is now quite common. However, society is insufficiently informed about this problem, and therefore there is a need for more detailed coverage of this issue in society, specifically, about the existing mental disorders, methods of diagnosis, prevention and treatment.

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## SOURCES OF FORMING A POTENTIAL VOCABULARY OF STUDENTS IN ENGLISH

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One of the practical purposes of teaching a foreign language is to teach reading. As practice shows, the main difficulty students face in the process of reading texts is previously unknown lexical units. The work on the expansion of the potential dictionary ensures the readiness of students not only for speech communication, but also for independent work on the language, which is achieved by mastering the methods and techniques of untranslated understanding of the text in conditions of the lack of linguistic means.

**Material and methods.** When writing this article, the following research methods were used: literature review on the subject and its critical analysis (works of I.M. Berman, K.I. Krupnik, E. I. Passov, A.N. Shapkina, etc.); the observation of the teaching process at Vitebsk gymnasiums № 1, № 2, the analyses of the attended lessons.

**Findings and their discussion.** In the methodology, a potential dictionary is understood as such words that have not yet been studied by students, which can be independently semanticized by them on the basis of already familiar

techniques. To belong to a potential dictionary of schoolchildren, a word must be: 1) derived; 2) formed on a basis familiar to students and related to it by root and meaning; 3) formed in a way familiar to students.

Based on the linguistic analysis of the vocabulary of the English language in terms of motivation, the following sources of potential vocabulary were identified: international, multivalued, derived, complex, converted lexical units.

The disclosure of the lexical meaning of a potential dictionary unit can be carried out either on the basis of derivability or on the basis of a guess. Derivability is the rule-like derivation of the meaning of a word based on the hints embedded in it itself and on the context when such hints are not enough. Non-deductible lexical units cannot relate to a potential dictionary. They represent some part of international words, which in linguistics are called "false friends of the translator", derived words that have lost their connection with the root (base) word, as well as some meanings of polysemous words that have lost their connection with the main meaning. According to this, it is possible to roughly determine the volume of each source of a potential dictionary and its methodological significance, that is, to determine how important this or that source is, how much it expands the student's vocabulary. All the sources of the potential dictionary mentioned above are methodically significant for the English language.

Linguistic analysis of unexplored lexical units of each source of a potential dictionary showed that the probability of their understanding is different and depends on the nature and type of motivation. Some lexical units have both intralanguage and interlanguage motivation, while others have only one type of motivation. Some lexical units are fully motivated through well-known words of a foreign language or through the corresponding words of the native language, while others are partially motivated. Some lexical units are directly related to a known word, others are indirectly, through an image, so we deal with direct and figurative or figurative-logical motivation. All this causes an unequal probability of understanding unexplored lexical units. Taking into account the type and nature of motivation, it is possible to distinguish the levels of difficulty in understanding lexical units: simple, complicated and complex. Understanding is associated with different psychological processes and depends on the nature of lexical units and the features of their derivability [1, c. 9 -10].

If semantics turns out to be the result of a heuristic search based on elements of the internal form of a word, it acquires the character of a linguistic guess. In the process of learning to understand such unexplored units, it is impossible to build a complete indicative basis for actions. It is only possible to form certain abilities and intellectual skills that create prerequisites for a successful search for solutions. Heuristic search in the development of a guess is stimulated by exercises in which words are selected, the composition, character and sequence of which give this search the right direction. The process of guessing can be elementary, but it can also be complex, stepwise, so it is necessary to adhere to the gradation of difficulties for the development of a guess. In the

phenomenon of language guesswork, you can find general patterns students should also pay attention to. There are 3 groups of language guesswork hints: intra-lingual, interlanguage and extra-lingual.

An intra-linguistic hint follows from attributing a word to a certain grammatical category, revealing its function in a sentence. Word-forming elements also play an important role.

The interlanguage hint is: a) in words formed as a result of borrowing from language to language; b) in international words; c) in full and partial calques, that is, in words and phrases formed according to a common word-formation, syntactic and semantic model. Sometimes an interlanguage hint comes from the coincidence of individual semantic fractions of words. For example, the English 'to arrest', which means "to detain, arrest, seize", as well as figuratively "to rivet attention", coincides with the Russian language only in the first meaning.

The extra-linguistic hint follows from the knowledge of the facts and phenomena of reality reflected in the text and giving it an indicative character. So, signs of time, place, the mention of proper names clarify the meaning of unfamiliar words. Diagrams, drawings, illustrations that simulate reality and represent it sensually also contribute to the guess.

Tasks for exercises in language guessing should be constructed in order to attract the attention of students to the hint, for example:

- read the text (paragraph, sentence) and underline the signs of time, place, determine the meaning of the highlighted words by context;
- read the full text and determine what it is about;
- read the text, find out the meaning of the selected words by composition and the definition of their functions in the sentence;
- find words in the text that are similar to the words of your native language and translate them.

**Conclusion.** Exercises in the development of language guesswork are very important both for the successful course of the reading process itself, and for a better understanding of what is being read, and for increasing the effect of accompanying learning. Therefore, they should not be performed episodically, but they should form one of the subsystems within the general system of exercises and be repeated regularly throughout the entire course of study. The formation of skills to overcome difficulties associated with understanding unexplored lexical units is carried out especially effective if it is based on problem-based learning techniques that stimulate speech-thinking activity and lead to the development of independent search activity.

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