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DOI: <https://doi.org/10.32626/2309-9763.2025-38-181-192>

UDC 378.016-057.875:81'374-042.65

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## FORMATION OF FOREIGN LANGUAGE RECEPTIVE VOCABULARY OF STUDENTS OF NON-PHILOLOGICAL FACULTIES IN THE PROCESS OF INDEPENDENT READING

**Abstract.** The relevance of the research topic is due to a number of reasons. Firstly, in the search for innovative approaches in higher education, there is a steady tendency to reduce traditional forms of educational organization that involve direct interaction between the student and the teacher. At the same time, the number of hours allocated for independent and remote work of students increases. In this regard, it is necessary to methodologically develop the content of training, taking into account changes in the educational standards of the ratio of hours intended for traditional and innovative classroom and extracurricular forms of the educational process. This problem is especially relevant for the methodology of teaching a foreign language to students of non-linguistic specialties. The reduction in the number of classroom sessions limits the student's ability to form foreign language

productive and receptive vocabulary during practical classes. In this regard, the teacher is forced to use classroom hours primarily for the development of productive vocabulary, and hours of independent work to develop receptive vocabulary in the student. Accordingly, in order to increase the efficiency of mastering foreign language receptive vocabulary by students of non-linguistic faculties, it is necessary to place greater emphasis on students' independent reading as one of the main types of independent work. This, in turn, requires the development of new methods of teaching foreign language receptive vocabulary, based primarily on independent reading. Secondly, the modern system of teaching a foreign language to students of non-linguistic areas places emphasis on the development of students' communicative competence. As a result, students do not know how to confidently and successfully use foreign vocabulary in the process of independent reading of specialized texts. Thirdly, there is a reluctance among students to read specialized foreign literature, since their vocabulary is quite poor. Teaching foreign language receptive vocabulary, associated with the formation of receptive lexical skills, will increase the effectiveness of independent reading. In this article, the author presents the structure and main stages of the formation of receptive skills and abilities in the process of independent reading of foreign literature based on the study of the works of domestic and foreign scientists.

**Keywords:** receptive skills and abilities; independent reading; students of non-linguistic faculties; combinability; formation of receptive vocabulary; semantization.

## 1. INTRODUCTION

As a result of studying the basic and variable parts of the training cycle «Foreign language», the student must be able to recognize and productively use professional vocabulary in a given context, correlate terminological vocabulary with the proposed definition, work with text in accordance with the extraction algorithm information. Consequently, the ability of students to freely use a foreign language to work with professional literature is directly related to the degree of development of their lexical skills. Since reading in a foreign language, unlike speaking, is a receptive type of speech activity, the effectiveness of reading is largely determined by the amount of receptive vocabulary of the student. Accordingly, the first necessity when reading in a foreign language is teaching foreign language receptive vocabulary.

By foreign language receptive vocabulary we mean a vocabulary that includes common and special vocabulary, which is used in receptive types of speech activity. Potential vocabulary is not included in the required vocabulary minimum, so it is individual in nature, and each student can expand it in the process of independent reading or listening. The topic of potential vocabulary is considered in many works by both domestic and foreign authors, since it is believed that when teaching receptive types of speech activity, potential vocabulary significantly expands the lexical capabilities of students.

**Research overview.** The theoretical and methodological foundations of the research consisted of the works of many scientists in the field of:

- methods of teaching foreign languages: N. Almazova, N. Kostenko, S. Shatilov, F. Allen, E. Hatch, B. Laufer, W. Mackey, K. Mezynski, P. Nation, etc.
- vocabulary teaching: V. Buchbinder, N. Gez, B. Lapidus, F. Grellet, D. Corson, B. Laufer, F. Melka, P. Nation, etc.
- teaching reading: G. Barabanova, O. Kovalenko, I. Berman, F. Grellet, S. Nuttall, M. West, W. Mackey, etc.
- organization of independent work: A. Lynda, M. West, T. Hudson, etc.

## **2. AIM AND TASKS**

**Purpose** of our study is to clarify and structure receptive lexical skills and abilities in the process of reading foreign language literature among students of non-philological faculties on the basis of the works of Ukrainian and foreign scientists.

The main **task** is to identify the main stages of the formation of lexical skills and abilities in the process of study.

## **3. RESEARCH FINDINGS**

The problem of developing skills and abilities, as well as the connection between these concepts, still remains relevant in teaching foreign languages. In modern methods of teaching foreign languages, skills are divided into speech and language. Following O. Kovalenko, by language skills we understand the operational skills of forming individual forms and structures according to rules outside the conditions of speech communication [2, p. 438]. Language skills, in our opinion, are formed in the process of development of receptive vocabulary. Speech skills, according to G. Barabanova, are components of communicative skills and represent automated speech aspect (grammatical, lexical, etc.) operations with linguistic material. These speech skills are formed in the process of developing productive vocabulary. Thus, «level-by-level» skills (phonetic, lexical, grammatical, etc.) can be represented both in the group of speech and in a group of language skills [1].

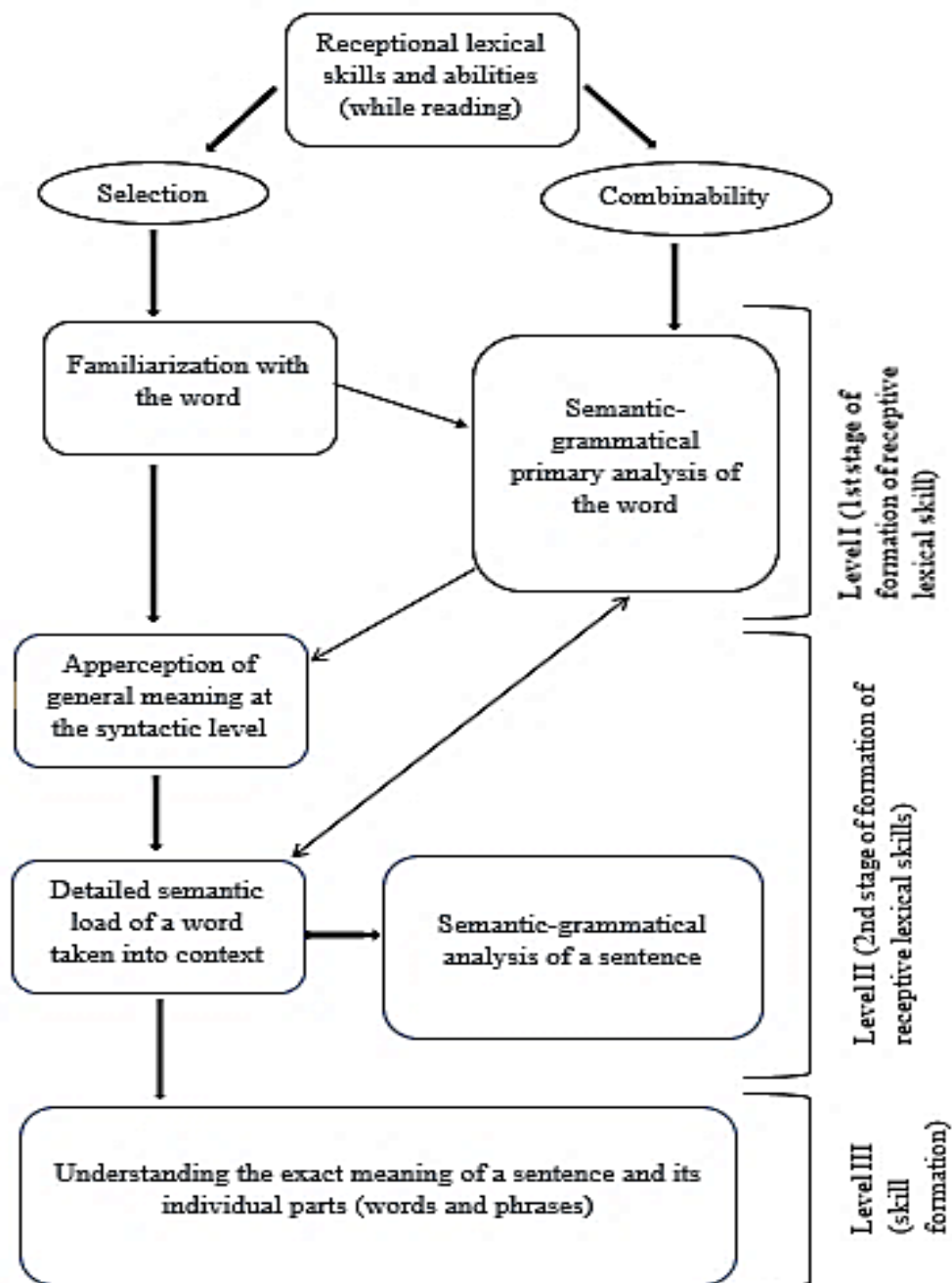
In accordance with the topic of our work, when studying the literature, the main attention was focused on the problems of forming receptive lexical skills. The analysis of the literature available to us allowed us to identify three main problems in studying the patterns of formation of receptive lexical skills: 1) the problem of defining and characterizing lexical skills; 2) the problem of the structure of lexical skills and 3) the problem of identifying the stages of formation of lexical skills.

In modern methodology, it is believed that lexical speech skills in receptive types of speech activity are realized in speech operations: 1) recognition of words and meanings based on speech connections of auditory images of words, including terminological ones, and their use

(situational and contextual) in oral speech; 2) identifying them through graphic images and understanding the meaning in written speech when reading texts of different styles, including scientific ones. F. Grellet understands foreign language lexical skill as the ability to quickly identify a word or combination of words and reproduce them in accordance with the situation [4, p. 28].

In this research, by receptive lexical skill we will understand the recognition of a lexical unit by some syntactic features of a word, taking into account the correlation of the intended meaning of the word with the general context (when reading or listening), brought to a certain level of automaticity and stereotyping. When considering the structure of a lexical skill, most methodologists agree that the lexical skill is complex; discrepancies concern only the structure of lexical skill. W. Mackey identifies two components in lexical skill: word formation and word usage. Accordingly, speech expressive lexical skill refers to the skills of intuitively correct word use and word formation in oral and written speech in accordance with communication situations and communication goals. W. Mackey, by receptive lexical skills means «skills of recognition and understanding when listening or reading lexical phenomena, the structure of a word and its use» [7, p. 56]. N. Kostenko defines the structure of a speech lexical skill as a combination of two generalized elements: selection and combinability of a lexical unit [3, p. 86]. In our opinion, such an idea of the two-component structure of a lexical skill can be the basis for developing the structure of a receptive lexical skill developed in the process of reading foreign language literature (Fig. 1). It is important to note that in the process of improving the ability to read foreign texts, the formation of skills contributes to the development of lexical skills.

Taking into account the above, we believe that the components of the skill are formed by the learner in the process of processing visual information when reading in parallel and interconnected ways. When studying the components of developing receptive vocabulary skills, in our opinion, they can be considered by analogy with the components identified by W. Mackey to develop active vocabulary skills. Accordingly, the first component «Selection» contains several subcomponents, each of which corresponds to different levels of semantization of lexical units when reading and translating them. The subcomponents of the first component in our diagram (Fig. 1) are represented on the left. The first subcomponent «Familiarization with the word» (corresponds to the first level of lexical skill formation) involves reading a single word, an attempt to holistically perceive the image of the word, as well as its automatic (intuitive) reading. At the same time, if the student has previously encountered this or a similar lexical unit, then it is possible to semanticize the lexical unit by recalling known translation options for a given word, but this recall, before the final formation of a lexical skill of this level, will be characterized by uncertainty and a large number of errors.



**Fig. 1.** The structure of the formation of receptive lexical skills and abilities in the process of reading foreign language literature

In the process of becoming familiar with each new word or when clarifying the additional meaning of an already familiar word (in a given phrase, either the familiar root of the word is combined with unfamiliar suffixes or prefixes), a semantic-grammatical analysis of the word may be required. In this case, at the first stage of the formation of a receptive lexical skill, the first subcomponent «Semantic-grammatical analysis of the word» will be involved and the second component of the receptive lexical skill «Combinability» will gradually develop. This

subcomponent at this level of familiarization with the word contributes to the primary semantization of the word based on taking into account its combinability (in a phrase or a simple sentence), by determining the part of speech to which the word belongs, as well as by analyzing its graphic structure.

With repeated repetition of foreign words in the process of memorization, a first-level lexical skill is formed, which allows the learner to automatically, unconsciously recognize and reproduce a lexical unit. The formation of receptive lexical skills at the next level allows you to read and understand individual phrases and simple sentences consisting of previously learned words, the variant meanings of which «pop up» in the student's memory automatically. In the process of repeated repetition of cognitive operations, their automation occurs and a second-level lexical skill is formed, which corresponds to the second level of foreign language receptive vocabulary. At this level, the student learns to intuitively (approximately) understand the meaning of lexical units. Accordingly, when implementing a second-order lexical skill, apperception of the general meaning of a word occurs at the syntactic level and an automatic (unconscious) choice of translation option is carried out, taking into account the general meaning of a phrase and a simple sentence. Due to its synthetic nature, the second level of semantization of a lexical unit is represented only by the subcomponent «Apperception of the general meaning of a word at the syntactic level», which is included in the first component of the receptive lexical skill, «Selection». This level of choosing a translation option for a lexical unit does not have a corresponding subcomponent from the second component «Combinability», since this stage integrates the result of information processing carried out at the first level of semantization of a lexical unit by the first subcomponents of both components of the receptive lexical skill when reading.

Apperception of the general meaning of a word at the syntactic level, especially if there are several possible translation options for a given word, may not be enough for a quick, accurate translation of the word in a given context. In this regard, the development of a second-level lexical skill also involves improving the automaticity of its component «Selection» when implementing its next subcomponent «Detailing the semantic load of a word, taking into account the context». We are talking about the development of cognitive automatism in the semantic-grammatical analysis of simple sentences and the words included in them. Detailing of the semantics of a lexical unit is carried out on the basis of the first level of receptive lexical skill, since clarification of the semantics of a word is possible by choosing the most suitable translation from all meanings of the word known to the learner. If the memorized translation options are not enough to accurately translate the word in a given phrase or sentence, the learner must turn to the dictionary to detail and clarify the appropriate meaning of the word in this context, that is, return to the previous stage (first level) of the formation of receptive lexical skills. In addition, at this level, to detail the semantic load of a word, it is possible to repeatedly refer to both subcomponents of the second component «Combinability».

When independently reading foreign language texts, the student sooner or later encounters sentences that are complex in grammatical or syntactic structure, or containing the realities of another culture, phraseological units, etc. It turns out to be difficult or even impossible

for the learner to independently read such sentences based on a second-level lexical skill. There is a need for interaction between the student and the teacher in the mode of individual consultations.

In the process of regular reading of foreign language literature of different levels of complexity, depending on the individual characteristics of the students, the third, highest level of mastering receptive vocabulary, corresponding to the lexical skill itself, can be formed. At this third level of mastering foreign language receptive vocabulary, the student is able to automatically (unconsciously) carry out the final semantization of a lexical unit while reading, considering an accurate understanding of the context. This is possible only if the lexical skill of the second level is sufficiently formed at the previous stage, namely its first component «Selection», subcomponent «Understanding the exact meaning of a sentence and its individual parts».

At the level of formation of lexical skills, that is, at the third level of mastery of receptive vocabulary, the student can, if necessary, carry out translation transformations, for example, replace the original lexical units of the text (a certain word, set phrase, phrase, idiom, etc.) with a more suitable lexical unit in accordance with the norms of the target language. These translation transformations can be considered as a manifestation of the highest degree of mastery of foreign language receptive vocabulary by the student and a high level of mastery of a foreign language.

In general, characterizing the relationships between different levels of mastery of foreign language receptive vocabulary, it should be noted that when reading foreign language texts at each level of selection and specification of the semantics of lexical units, it is possible to both return to the previous level (within the first component) and repeat a detailed semantic and grammatical analysis of words and proposals (within the subcomponents of the «Combinability» component). A sign of the formation of receptive lexical skills and abilities can be considered the «coupling» of all subcomponents within the first component of the «Selection» skill due to an increase in the automaticity of the transition from one subcomponent to another. In addition, as the skill improves, the automaticity of semantic-grammatical analysis of words and sentences increases (up to the complete exclusion of conscious processing of this type of analysis), and the frequency of reference to the subcomponents of the second component «Combinability» when choosing a translation option for a lexical unit decreases. Accordingly, as receptive lexical skills develop, the speed of reading and the accuracy of understanding and translating a foreign language text will increase.

In modern methodological literature, in addition to considering the structure of a lexical skill, much attention is paid to determining the stages of formation of a lexical skill. At the same time, it should be noted that the stages of formation of productive lexical skills have been studied extensively; consideration of them, in our opinion, is advisable to discover the universality of the stages of skill development in the formation of productive and receptive vocabulary. It is known that with the traditional strategy of teaching productive vocabulary, the formation of lexical skills involves two stages: semantization, during which the meanings of new words are revealed and, to some extent, memorized, and automation, where the actual qualities of lexical skills are

formed. A distinctive feature of this strategy is that at the first stage the form of a new word is acquired in isolation from its function in speech. T. Hudson and C. Nuttall propose to change the strategy of the process of forming lexical skills in such a way as to place the function of the word in the first place in assimilation, while the form should be acquired arbitrarily [6; 8].

Consideration of the specifics of the stages of lexical skill formation in relation to receptive lexical skill is necessary for adequate selection of teaching methods and selection of lexical units for the formation of receptive lexical skill in the process of independent reading. We propose to consider the stages of formation of receptive lexical skill from the perspective of the formation of the subcomponents of receptive lexical skill that we have identified (Fig.1), as well as taking into account the degree of their integration. A sign of increasing integration of subcomponents of receptive lexical skill, in our opinion, is an increase in automaticity, speed and accuracy of semantization of lexical units in the process of reading foreign language texts. Accordingly, we assume that the mastery of foreign language lexical units occurs in two stages of skill development with the subsequent transformation of these skills into lexical skills (at the third level of mastery of foreign language receptive vocabulary). Thus, first, a receptive lexical skill is formed in two stages, which at the third stage is transformed into a lexical skill, which is the highest level of mastery of foreign language receptive vocabulary. Let's take a closer look at these three stages of mastering foreign language receptive vocabulary.

Stage 1 includes formation of a receptive lexical skill of the first level. At this stage of mastering foreign language receptive vocabulary, the student gets acquainted with new lexical units and remembers the most frequently used versions of their translation. There is also a mastery of the rules of semantic-grammatical analysis of words to more accurately determine their meaning, which subsequently helps students to specify the meaning of a lexical unit in different contexts, that is, it will ensure the consistency of the two components of the formation of skills «Selection» and «Combinability».

Stage 2 includes formation of receptive lexical skills of the second level. At this stage, the student expands the range of translation options for lexical units by recognizing and memorizing rarely used and special meanings of these lexical units. In addition, during the training process, the ability to select relevant translation options for a lexical unit, taking into account the context, develops, which contributes to a more accurate translation of phrases and simple sentences.

Stage 3 contains formation of receptive lexical skills. At this stage, based on previously formed skills, the student develops and consolidates the ability to accurately understand and translate complex sentences containing set phrases, idioms, as well as texts of different writing styles. In relation to students of non-linguistic specialties at this stage it seems advisable to use special texts to consolidate skills and develop lexical skills. As receptive lexical skills and abilities are formed, the speed and accuracy of recognition of lexical units in the reading process will increase, that is, the ability to read foreign language texts will improve. Starting from the second stage of mastering foreign language receptive vocabulary, one of the urgent tasks of training is to assess the level of formation of the skills being developed. If in a classroom setting this task is performed by a teacher, then during independent work the student has to independently assess



the correct understanding of foreign language texts. Accordingly, for this, educational materials must include verification tests and keys to assignments and tests.

The continuous process of formation of receptive lexical skills, in our opinion, can be divided into two stages, each of which corresponds to the first two levels of mastering foreign language receptive vocabulary (see Fig. 1). At the same time, at the first stage of the formation of receptive lexical skills (I level of mastery of foreign language receptive vocabulary), the student forms the first three lexical skills: 1. The skill of relating the visual image of a word to its meaning; 2. The skill of recognizing and understanding studied words presented in different graphic forms (handwritten text, printed text of different design styles); 3. The skill of using the word-formation system of a foreign language and the approximate basis of actions for the semantization of unfamiliar words.

At the second stage of the formation of receptive lexical skills (II level of mastery of foreign language receptive vocabulary), the student consistently develops two more lexical skills: the skill of establishing thematic, semantic and structural relationships in the text to detail the semantic load of a word; the skill of identifying lexical and thematic features of a text to establish the meaning of an unfamiliar word; The two stages of the formation of receptive lexical skills that we have described are preparatory for the formation of lexical skills that correspond to the third level of mastering foreign language receptive vocabulary. Lexical skills, once formed, allow the student to choose the correct translation of a word in a given sentence, taking into account the context and specifics of the text being read. In other words, the formation of lexical skills can be considered as a component of the development of the student's ability to meaningfully read a foreign language text.

The set of skills being developed when teaching students of non-philological faculties to develop foreign language receptive vocabulary in the process of independent reading, in our opinion, includes the following skills: 1) the ability to understand the meaning of a lexical unit based on linguistic guesswork. Linguistic conjecture is realized in the ability to reveal a semantic-lexical unit based on familiar word-formation elements, known methods of word formation, known roots of international words, terms and interlingual correspondences in general; 2) the ability to specify the semantics of a lexical unit using contextual guesses. Contextual guessing allows the learner to understand and specify the meaning of a lexical unit, taking into account structural, semantic and thematic relationships in a given text; 3) the ability to read a text in a specialty with an understanding of its full meaning, allowing it to be interpreted, retold and analyzed taking into account the professional knowledge students already have; 4) ability to work with various dictionaries (explanatory dictionaries, dictionaries of professional terms, glossaries, etc.); 5) the ability to independently identify and recognize professionally significant lexical units (terms, set phrases, professional slang, etc.).

The formation of the listed lexical skills is necessary for more effective teaching of foreign language receptive vocabulary. The presence of these skills in students of non-linguistic specialties, among other things, can facilitate the process of reading foreign language text of a general and special nature.

#### **4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH**

As an integral structure of receptive lexical skills and abilities, a three-level system can be used, in which the first two levels correspond to a lexical skill, and the third to a lexical skill formed on the

basis of the corresponding skill. In the structure of receptive lexical skill, it is advisable to distinguish two components («Selection» and «Combinability»), each of which is represented at each level of lexical skill. At the third level of mastering foreign language vocabulary, at the level of lexical skills, isolating components is no longer possible due to the fact that at this level synthetic processes in lexical activity predominate over analytical ones. When considering the process of mastering new lexical units, the formation of each of the three levels described above occurs at the corresponding stage of mastering foreign language vocabulary. At the first stage, the first level of receptive lexical skill is formed, at the second stage – second level. It is advisable to consider automated recognition of a lexical unit during the reading process as a sign of the completion of successful formation of a receptive lexical skill. At the third stage of mastering foreign language receptive vocabulary, the third level is formed, corresponding to lexical skills. A sign of developed lexical skills can be considered the student's ability to accurately understand the meaning of sentences and texts taking into account the context, as well as the free creative performance of educational tasks.

Due to the interconnectedness of the formation of skills and abilities, there is a need in our **further step** to determine criteria for assessing the formation of receptive lexical skills.

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## **ФОРМУВАННЯ ІНШОМОВНОГО РЕЦЕПТИВНОГО СЛОВНИКОВОГО ЗАПАСУ СТУДЕНТІВ НЕФІЛОЛОГІЧНИХ ФАКУЛЬТЕТІВ У ПРОЦЕСІ САМОСТІЙНОГО ЧИТАННЯ**

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**Анотація.** Актуальність теми дослідження зумовлена низкою причин. По-перше, у пошуках інноваційних підходів у вищій освіті спостерігається стійка тенденція до скорочення традиційних форм організації навчання, які передбачають безпосередню взаємодію студента та викладача. Водночас збільшується кількість годин, які відводяться на самостійну та дистанційну роботу студентів. У зв'язку з цим необхідно методично розробити зміст навчання з урахуванням змін в освітніх стандартах співвідношення годин, призначених на традиційні та інноваційні аудиторні та позааудиторні форми організації навчального процесу. Особливо актуальна ця проблема для методики навчання іноземної мови студентів нелінгвістичних спеціальностей. Зменшення кількості аудиторних занять обмежує можливості студента формувати іншомовний продуктивно-рецептивний словниковий запас під час практичних занять. У зв'язку з цим викладач змушений використовувати аудиторні години насамперед для розвитку продуктивного словника, а години самостійної роботи - для розвитку в студента рецептивного словника. Відповідно, для підвищення ефективності оволодіння іншомовною рецептивною лексикою студентами нелінгвістичних факультетів необхідно більше уваги приділяти самостійному читанню студентів як одному з основних видів самостійної роботи. Це, у свою чергу, потребує розробки нових методик навчання іншомовної рецептивної лексики, заснованих насамперед на самостійному читанні. По-друге, сучасна система навчання іноземної мови студентів нелінгвістичних напрямів робить акцент на розвиток комунікативної компетенції студентів. Як наслідок, студенти не вміють впевнено та вдало використовувати іншомовну лексику в процесі самостійного читання спеціалізованих текстів. По-третє, спостерігається небажання студентів читати спеціальну іноземну літературу, оскільки їхній словниковий запас досить бідний. Навчання іншомовної рецептивної лексики, пов'язане з формуванням рецептивних лексичних навичок, підвищить ефективність самостійного читання. У даній статті автор на основі вивчення праць вітчизняних і зарубіжних учених викладає структуру та основні етапи формування рецептивних умінь і навичок у процесі самостійного читання іноземної літератури.

**Ключові слова:** рецептивні навички та вміння; самостійне читання; студенти нелінгвістичних факультетів; сумісність; формування рецептивного словника; семантизація.

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**DOI:** <https://doi.org/10.32626/2309-9763.2025-38-192-202>

**УДК:** 811. 161.378

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## РОЛЬ ДІЛОВОГО МОВЛЕННЯ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ ФАХІВЦІВ У ТЕХНІЧНИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

**Анотація.** Українська мова ХХІ ст. відтворює динаміку змін у сьогоденному суспільному житті: у сферах матеріальної та духовної культури. В умовах розвитку