

Scientific Herald of Uzhhorod University

Series "Physics"

Journal homepage: <https://physics.uz.ua/en>

Issue 55, 1511–1521

Received: 15.10.2023. Revised: 21.12.2023. Accepted: 14.02.2024



DOI: 10.54919/physics/55.2024.151co1

Differentiated formation of lexical competence in speech among future philologists-orientalists

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Abstract

Relevance. The research is relevant because in the modern pedagogical discourse there is a need to introduce new methods and principles of work for the development of lexical skills and the formation of communicative competence.

Purpose. The purpose of this work is to determine the key characteristics of the educational process using the example of the training of orientalist students, to study the specifics of the work on the development of lexical skills at different levels of training: low, medium and high in the speaking process.

Methodology. Analytical-synthetic, comparative-comparative, the method of studying and summarizing pedagogical experience and questionnaires, which were used for complex and detailed analysis, were the main methods for writing this work.

Results. In this study, an analysis of educational bachelor's programs in Japanese, Korean, and Indonesian philology of Taras Shevchenko National University of Kyiv was carried out, the main forms of work oriented to different levels of students' knowledge were shown: low, medium, high. Attention is focused on the main methods of work, in particular, discussions, debates, problem tasks, modelling of dialogues, and lexical exercises are mentioned. The results obtained in the course of my own research were compared with the results of other researchers dealing with similar pedagogical topics. The results of a survey of students of 1-5 courses regarding the assessment of their level of lexical training and the effectiveness of the applied teaching methods are presented. The theoretical aspects of the concept of "lexical competence" and "differentiated learning" were also considered.

Suggested Citation:

Smovzhenko L, Asadchykh O, Burovska O, Himawan P, Kindzhybala O. Differentiated formation of lexical competence in speech among future philologists-orientalists. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(55):1511-1521. DOI: 10.54919/physics/55.2024.151co1

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Conclusions. This work can be used for the further development of the problem of differentiated education, in particular, the introduction of new methods, the integration of modern educational practices in order to develop lexical competence in the process of speaking.

Keywords: oriental languages; communication skills; dialogic modelling; communicative competence; oral presentations.

Introduction

The study of methods and strategies for the implementation of a differentiated approach to learning is important from the point of view of modern pedagogy, as it allows selecting tasks and materials according to the level of knowledge of students: low, medium and high. The relevance of the research is due to the need to develop new mechanisms that would allow for the integration of differentiated methods of work in any pedagogical environment in order to maximize the efficiency of the work process. The formation of lexical competence is closely related to the development of communication skills in general, which is the main task of learning a foreign language. Due to an insufficient stock of lexical knowledge and skills, it becomes impossible to perform problematic professional tasks. Therefore, studying the main models of communication in students' practical classes and promoting the activation of practical learning is relevant at the current stage of learning oriental languages.

Despite changes in approaches to teaching in universities, the study of Far Eastern languages remains important in the pedagogical discourse. The mechanisms of promoting the formation of lexical competence in the study of European languages are more coordinated and thought out. At the same time, oriental languages have many additional difficulties in learning, in particular in phonetic and graphic design. That is why the issue of working out differentiated approaches in the study of the languages of East and Southeast Asia is important and relevant today. Communication, according to O. Asadchykh and T. Pereloma [1], closely related to the processes of transcoding the verbal sphere based on listening, speaking, writing and reading, and also manifests itself in non-verbal aspects of communication. The main method of learning a foreign language is the stage of interpreting the utterance, taking into account the communication situation.

As noted by O.D. Polyanichko [2], the speed of formation of lexical competence depends on lexical skills, which are formed on the basis of the principles of the unity of vocabulary learning and speech activity, integrability, thematic conditioning, verification of mental components, collective interaction; accounting of didactic and psychological features in the classroom. In the article of N. Shandra et al. [3], it is shown how the knowledge of foreign languages affects the formation of the competence of specialists in the field of information technologies under the conditions of globalization challenges. The authors draw attention to the fact that speaking skills and language fluency are important in the context of professional communication in various fields of knowledge. The paper examines the issue of lexical competence formation within master's programs.

Research by scientists K. Malini and R. Rajkumar [4] focused on the question of the relationship between the teacher's communicative strategies and lexical

competence. The authors show that good communication in the team and flexible interaction make it possible to smoothly form lexical competence, in particular, to practice speaking and perform exercises to improve lexical skills). In the work of A. Maulana et al. [5], the main components, obstacles, advantages, and disadvantages of the formation of lexical competence, which is formed with the help of such teaching methods as dialogue, lecture, role play, discussion, lecture, etc., are determined. Scientists note that introversion is an obstacle on the way to the formation of professional communication skills.

The purpose of this work is to study the basics of the formation of lexical competence among philologists studying the languages of the Far East, in particular the countries of East and Southeast Asia, the study of effective approaches, teaching methods and forms of work in practical classes, consideration of modern educational processes regarding philological training in Ukraine. The subject of the analysis is educational programs in foreign oriental languages, and student questionnaires.

Materials and Methods

The theoretical basis of this work was the research of modern scientists, who are researchers on issues related to a differentiated approach to education in the preparation of orientalist students. Works focused on the formation of lexical and communicative-pragmatic competencies, in particular when speaking, were also considered. To evaluate the pedagogical experience of training orientalist students on the basis of the Taras Shevchenko National University of Kyiv, the following educational programs were studied and analysed: Educational and professional program "Indonesian language and literature and translation, Western European language" [6], Educational and professional program "Japanese language and literature and translation, English language" [7], Educational and professional program "Korean language and literature and translation, English language" [8].

The analytical-synthetic method was used to collect theoretical information from various sources regarding the differentiated approach in education, in particular, in the training of philologists of the oriental direction. Experimental works were also used, which related to surveys, questionnaires, and pedagogical observations, that is, based on empirical research methods. In such works, the main criteria for assessing students' knowledge, various forms of work, in particular, and a differentiated approach to learning foreign languages, were presented. Therefore, research based on experiments became the theoretical basis for this work.

The comparative method was used to track the development of lexical skills, the complexity of tasks, texts, and exercises according to the level of knowledge of students studying foreign philology. The main forms of work with a differentiated approach to education were considered, in particular at low, medium, and high levels

of knowledge. The results of the own research were compared with the results of the research of other scientists who studied the formation of lexical competence in the conditions of differentiated education.

The method of studying and summarizing pedagogical experience was used when studying educational programs and activities of Taras Shevchenko National University of Kyiv. Attention was also focused on the main forms of work and the implementation of a differentiated approach to the education of orientalist students, the gradual development of lexical and professional skills in the process of interpersonal communication, discussion, and debate. The evaluation was carried out on the basis of the educational goal, assigned tasks and various forms of work. The main skills of orientalist students were listed according to the level of knowledge: low, medium, high.

The questionnaire method was used to understand how students evaluate their own lexical and communicative competence, as well as which forms of work they consider most useful in a differentiated approach to learning. The survey took place on the basis of Taras Shevchenko National University of Kyiv (speciality “Philology”, specializations: “Oriental languages and literatures (including translation), first – Japanese”, “Oriental languages and literatures (including translation), first – Korean”, “Oriental languages and literatures (including translation), first – Indonesian”; educational programs: “Japanese language and literature and translation, English language”, “Korean language and literature and translation, English language”, “Indonesian language and literature and translation, Western European language”) [9]. Time of conducting the survey – March 2023, sample – 20 students of Oriental philology from the 1st to the 5th year. The assessment of lexical skills was carried out using two blocks of questions: the first – lexical and communicative competence; the second – methods of work with a differentiated approach to education.

Results

A differentiated approach to learning involves the use of various forms of work in small groups, taking into account the personal qualities, abilities, interests, and level of training of students. Differentiated learning can be carried out in several ways:

- differentiation of tasks for exercises involves the same material for all students and tasks graded according to the level of difficulty;
- differentiation in the texts of exercises regarding vocabulary and grammar when using the same tasks;
- differentiation of assistance to students;
- differentiation of the pace of studying the material;
- differentiation by type of activity.

Basics of differentiated learning in lexical preparation

Lexical competence consists of several components: motivational, cognitive, activity-practical, reflective and behavioural. The motivational component involves setting goals and motivations for learning, stimulating student activity. Thanks to the cognitive (cognitive) component, knowledge is formed about lexical units, in particular, about the peculiarities of their use in speech. The activity-practical component forms the ability to perceive and fix

lexical units during communication. The reflective component involves the improvement of lexical competence, in particular through the study of new lexemes and the formulation of creative thoughts with their help. The behavioural element relies on the ability to independently work with lexemes. A differentiated approach to the formation of lexical skills in speaking includes the selection of texts (video and audio materials, problem tasks, exercises) of varying degrees of complexity. According to the method of differentiated learning, the content of the exercises should be different according to the language level [10; 11]. The education of students with a low level of lexical skills should be aimed at mastering the denotative meanings of lexical units, while students with sufficient and high levels of knowledge can focus on more complex communicative tasks, in particular, reading texts with a high degree of implicitness. Depending on the awareness of the group, there is gradual work with connotative meanings, and dark and global implications [12; 13].

When teaching students with a low level of lexical skills, the main emphasis is on the formation of the skills of contextual semanticization of vocabulary and understanding of complete statements (sentences). A sufficient level of knowledge involves the active formation of the skills of interpreting the meanings of words in contexts, key lexemes and implications. The main goal of teaching students with a high level of lexical competence is to deepen the skills of interpreting texts. For a low level of lexical skills, elements of translation, writing, and sentence analysis are used. It will be effective to use visual support for the semanticization of vocabulary, in particular culturally marked. A sufficient level of learning is focused on performing exercises after reading the texts, and selecting synonyms. Discussions of lexical meanings of words, and global and dark implications are also important. Comments, discussions, and answers to questions are effective for students with a high level of learning. Students with a high level of knowledge can perform exercises independently, the teacher at the same time acts as an opponent in the discussion, that is, it is about minimal management. With an average level of knowledge, teacher management occurs when necessary. Students with low vocabulary should be provided with a high degree of teacher guidance [10].

Formation of lexical competence of Orientalist philologists during speaking

The most numerous languages of East Asia are Chinese, Japanese, Korean, Mongolian, Taiwanese, and of Southeast Asia – Indonesian, Malay, Filipino, Vietnamese, Thai, Lao. The languages of this region are also called the languages of the Far East [14]. Differentiated formation of lexical speaking skills is carried out with the help of a competence and communicative activity approach. The formed lexical competence of the future philologist-orientalist implies the ability to freely operate with lexical units, to solve various problem situations during communication, as well as to expand one’s vocabulary independently. The communicative-activity approach includes the study of new vocabulary on the example of authentic texts that demonstrate structural language patterns. It is with the help of reading texts or listening to

audio and video content that it is possible to improve speaking skills, taking into account the functionality and situational use of lexical units, extralingual information. To enrich the vocabulary, philologists-orientalists must constantly master the semantic and functional ranges of foreign vocabulary, in particular, understand the conditioning of the use of certain lexical units according to the context, style, genre of communication, feel denotative and connotative meanings, culturally marked lexical units. Special attention should be paid to the comparison of linguistic pictures of the world of native and foreign languages.

For the purpose of productive formation of linguistic and sociocultural competence, it is necessary to combine the mastery of the informational educational space, in particular, spiritual and moral norms and values, as well as mental characteristics of the people whose language is being studied. Sociocultural competence is based on overcoming individual and group barriers, as well as intercultural distance when communicating in a foreign language. It is important to correlate language material with real communicative situations and speech acts. According to the principle of systematicity and sequence, vocabulary is studied from simple to complex, that is, the focus is on semantics and the function that words perform in speech. First, students study common vocabulary, which is used most often, later they master specialized vocabulary related to a certain field of knowledge (political, philosophical, economic). Firstly, the denotative meanings of words (direct word usage) are studied, and later the connotative and contextual meanings, which are determined by the style of speech and word conjugation. The last link is dark and local implications, words-symbols that reflect the cultural context.

There are non-communicative receptive and receptive-reproductive exercises that make it possible to form knowledge about the semantics and form of lexical units, their combinability, about referents and the meaning of phraseological units. Conditional-communicative receptive exercises are aimed at developing the skills of the contextual meaning of the word, which depends on the style and genre of the text. Communicative receptive (receptive-reproductive) exercises involve the perception of complete texts to understand explicit and implicit content, with the selection of dark and local implications and keywords [15]. The principle of communicativeness provides for the implementation of training in the most natural conditions. Since mastering the language for communication is the main goal of the training of Orientalist philologists, the organization of speaking activities in classes is of key importance. Lexical competence in speech is formed on the basis of communicative exchange, taking into account the linguistic features (phonetic, grammatical, syntactic) of communicators.

The dominance of various exercises is a necessity for increasing vocabulary, in particular through the development of subsystems of tasks that can provide practice in the semanticization of vocabulary. Learning lexical items not as units of speech, but as units of speech operating within a context, can also improve speaking skills [10]. Therefore, replenishment of the lexical stock is carried out by studying the denotative meanings of tokens,

mastering new connotative meanings and obtaining information about new words in the process of speaking. Communicative competence means the ability to build a dialogue taking into account the communicative circumstances and situations of professional communication, to ensure effective communication based on understanding the interlocutor. The communicative direction of learning involves purposefulness, motivation, informativeness, situationality, partnership relations between participants of communication [16; 17]. Selected for listening and reading texts should reflect real communication between native speakers, in particular in pragmatic, linguistic-stylistic, verbal and non-verbal directions. In particular, philologists of Eastern languages evaluate the semantic-functional range of lexical units in this way [18; 19].

The interpretation of a word is an important stage on the way to learning a language, since the understanding of the meaning of a lexeme in a wider context (within a sentence and then a text) is determined by hermeneutics, and the study of parts (words) takes place within the limits of the whole (text). Understanding broad contexts and their implicit meaning allows returning to its parts later to identify their meaning and role [10]. The method of problem-based learning involves the creation of problem situations in classes and the effective organization of students' work to solve them. When speaking, certain lexical difficulties arise in the interpretation of statements containing dark and global implications, subtexts, emotional information and evaluation. Also, problematic tasks for orientalist philologists can be aimed at searching for the ideological meaning of texts and their interpretation, in particular, this happens in the form of discussions [20; 21].

They contribute to the expansion of the thesaurus and the formation of creativity when solving linguistic lexical problems. By proposing to perform problematic tasks, the teacher motivates students to find certain ways to solve a certain problem. Effective in this case is the partial research activity of students, in particular at practical classes and seminars [10]. The use of digital applications in foreign language education is important because they provide information and are used to create information. The first group is represented by such platforms as "Pleco", "Nciku", "Bkrs", and translators "Open library", "Europeana", and "Chinese". Digital online quizzes created using "Plickers" and "Quizizz" are used to test knowledge. Translation dictionaries "Google translate", "Bkrs" and electronic dictionaries: "Open library", "Europiana" are also used [22].

Analysis of activities of Taras Shevchenko National University of Kyiv

At Taras Shevchenko National University of Kyiv, orientalist philologists are trained under educational programs related to the study of the languages of the Far East, in particular, East and Southeast Asia: "Vietnamese language and literature and translation, French language", "Indonesian language and literature and translation, Western European language", "Chinese Language and Literature and Translation, English", "Korean Language and Literature and Translation, English", "Japanese Language and Literature and Translation, English" [9].

The analysis of the training programs showed that they implement a differentiated approach to student training, in particular, the discipline “Practical Japanese language course” consists of three parts, which are responsible for the basic, intermediate and advanced levels [7], a comprehensive The discipline “Theory and practice of Korean-Ukrainian translation” includes four levels: “Introduction to the theory of translation (Korean language)”, “Fundamentals of translation practice (Korean language)”, “Korean-Ukrainian two-way translation”, “Ukrainian-Korean translation” [8]. The training of specialists in Indonesian consists of two cycles: the first is focused on the cultural direction (intercultural communication, language stylistics, the basics of public speaking and speeches), and the second is purely on translation issues (the basics of translation from Indonesian to English, translation of economic texts, learning Korean as second foreign) [6].

The lexical competence of orientalist students at Taras Shevchenko National University of Kyiv is based on such disciplines as “Lexicology” and “Communicative and translational practice”. In addition, communicative skills in the process of speaking are formed in other disciplines related to the history of the literature of the Far East from ancient times to the present, ancient literature and the trends of the modern world literary process, understanding of the historical ties of Ukraine with Eastern literatures and the search for Eastern reminiscences in Ukrainian literature [6; 7; 8]. Communicative competence in speaking is directly related to the ability to identify, pose and solve problems and problematic issues, apply lexical skills in practical situations, operate with special terminology for performing professional tasks in a certain field of knowledge, the ability to work in a team and independently, analyse and synthesize the received information. Lexical abilities and skills are formed thanks to exercises on the semantic variability of words depending on the field of application, knowledge of phraseological units, basic terminological apparatus, analysis of paradigmatic and syntagmatic phenomena. An active role is played by discussions of various topics and discussions at practical classes on the lexicology of Japanese, Korean and Indonesian languages. Students acquire the ability to use the most common lexical units in practice, to

characterize dialectal and social varieties of languages, to analyse the sociolinguistic situation, to use dictionaries of various types [6; 7; 8].

Replenishment of the lexical stock of orientalist philologists occurs thanks to the analysis of texts from a literary, special and philological point of view. In practical classes, such forms of work as reading texts or listening to audio and video materials of various styles and genres are used, which stimulates lexical skills when speaking. The study of autonomous texts makes it possible to collect, analyse and interpret language facts and linguistic phenomena in the course of discussion, which will be needed in the future to solve complex tasks and problems in various professional fields. A differentiated approach to the study of Japanese vocabulary is implemented through the development of various abilities and skills in the learning process: from familiarization with the layers of vocabulary and types of communication (active and passive, archaisms and historicisms, stylistic variants) to the study of the phenomena of homonymy, polysemy using the example of small folklore genres: tongue twisters, anecdotes, and later to the detection of word play and contextual word usage in advertising texts. The lexical speaking skills of philologists of Eastern languages are formed from the mastering of lexical layers and the study of language units to the understanding and interpretation of texts and oral messages, in particular through the emergence of hypero-hyponymic, syntagmatic and paradigmatic connections, understanding the specifics of lexical-semantic groups of words and the semantic field, phraseological variability [6; 7; 8]. The main goal of lexical competence in speaking is the use of Eastern languages in oral and written forms, the selection of lexical means in accordance with various genre-stylistic conditions (for example, in official, unofficial, neutral styles) and in accordance with the communicative tasks set in various professional conditions. Economic, scientific-technical, and socio-political materials are used to form linguistic speaking skills within practical translation disciplines [6; 7; 8].

A differentiated approach in teaching Orientalist students is based on the use of tasks, exercises, and texts depending on the level of foreign language proficiency (Table 1).

Table 1. Forms of work in the differentiated formation of lexical competence in the speech of orientalist philologists

Level		
Low	Average	High
Dialogic modelling of a communicative situation (simple everyday topics)	Lexical exercises on the interpretation of phraseological units and idioms, practice of direct and indirect meanings of words in contexts	Oral speeches on a given topic with presentations of translation studies and linguistic and cultural projects
Lexical exercises on the selection of synonyms, antonyms, homonyms	Discussions on complex communicative tasks	Discussion of excerpts from films, series, musical culture, customs, and traditions
Oral surveys in practical classes on the lexicology of a foreign language	Oral messages in official-business, scientific, colloquial styles	Lexical exercises to identify contextual word usage with interpretation of implications
Answers to open-ended questions posed by the teacher by text, audio message or oral expression	Group discussion of problematic issues	Analysis of artistic, economic, socio-political texts

For the development of communication skills and lexical skills, such methods of work as tests with open answers, discussions within the framework of practical classes, simulation of dialogues, oral surveys and speeches are used. At the basic level of knowledge, students master the following topics: “About myself”, “My family”, “Working day and leisure time”, “Seasons and weather”, “Travels and trips”, “My plans for the future”, “Significant places of Ukraine”. Orientalist philologists should be able to give detailed answers to the questions regarding the above. The activation of lexical skills during speaking is facilitated by dialogic speech, which models communicative situations, on the following topics: “Invitation to the cinema or to a party”, “Meeting in a café or at the post office”, “Welcoming guests”, “Telephone help”, “Hospitality” at the airport”, “Explanation of the road”, “Getting sick leave”, “Walking through Kyiv”.

At the intermediate level of knowledge, Orientalist students should master the main stages of building an effective communicative message, as well as acquire skills to overcome communicative difficulties, be able to use sources to improve communication and build a dialogue. For this purpose, exercises are used to practice the use of vocabulary in contexts of different complexity, the use of lexical-semantic and grammatical transformations, tropes in accordance with the purpose of the message and taking into account the characteristics of the addressee. Students learn to choose the right communication strategies and evaluate the mentality of the interlocutor when building communication, which is worked out in practical classes when solving communication problems in groups or when communicating with native speakers online. Lexical skills are improved in the process of substantiating one’s point of view on debatable world view, socio-political, and economic issues. In the conditions of group training, communication skills are developed in different styles: official-business, scientific, conversational.

At a high level, an orientalist student must possess principles and technologies for creating oral and written messages of various genres and styles in three languages: state (Ukrainian), foreign (Japanese, Korean, Indonesian) and English, work with various styles and genres, solve complex communicative tasks in social, every day, professional and scientific spheres. To practice lexical skills, dialogue modelling is used on the following topics:

“Marriage”, “Job search”, “Exercises and sports”, “Musical instruments”, “Sports world”, “Utility issues”, “Career growth”, “Rumours and misunderstanding”, “Men and women”. Within the scope of practical classes, it is possible to use such forms of work as discussing foreign films, series or literary works (for example, dramas, manga), holding performances, performances, and festivals in the foreign language being studied. For students with a high level of lexical skills, discussions about pop culture, myths and legends, folk traditions, living conditions of the people and elements of the mentality of a certain people are used. The lexical competence of an orientalist philologist is based on the ability to evaluate written and oral texts for both research and applied purposes, to understand the literary process of the country, to analyse artistic works from the point of view of cultural and linguistic value, to interpret folklore facts, to provide consultations according to culture broadcasting in a specific country of the Far East [6; 7; 8].

The survey of orientalist students on the basis of Taras Shevchenko National University of Kyiv was carried out in March 2022 for the following educational programs: “Indonesian language and literature and translation, Western European language”, “Korean language and literature and translation, English language”, “Japanese language and literature and translation, English language” [9]. 20 students from 1st to 5th year took part in it. The first block of questions related to students’ assessment of their own lexical and communicative competence, and the second was related to a differentiated approach to learning and the most common forms of work. According to the first block of questions, the following results were obtained: 36% of students believe that their lexical competence is high, 47% – average, and 16 evaluate it below average. The majority of students know the language at the level of solving communicative situations in everyday life (50%). 25% of students believe that they know the language at a sufficient level to watch movies and read books in a foreign language. However, 10% of students do not feel that they have the communicative competence to solve complex communicative tasks in everyday life or in the profession. The results obtained for the second set of questions are shown in Figure 1.

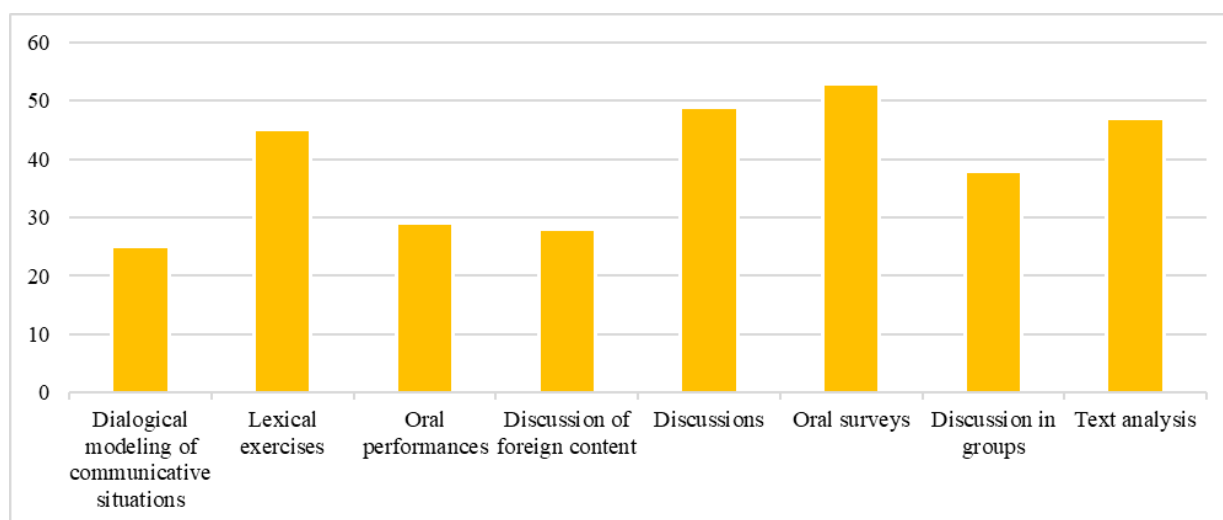


Figure 1. Assessment of forms of work in differentiated education by orientalist students

Therefore, the differentiated formation of lexical skills in the process of speaking among orientalist philologists is based on the differentiation of tasks and texts (audio or video materials) according to the level of foreign language proficiency. In order to improve lexical competence, it is necessary to use the methods of dialogic modelling of communicative situations, to perform complex problem tasks according to the given conditions, to master the linguistic and cultural layers of the language being studied.

Discussion

The formation of lexical competence generally depends on the basic skills of communication, reading, speaking and listening in one's native or another foreign language. Research by T. Melesse and S. Belay [23] aimed to establish relationships between student attributes, which included basic knowledge, interests, and learning profiles, and teachers' use of elements of differentiated instruction, which included differentiation of content, product, process, and learning environment in elementary and secondary classrooms schools. The results of my own research showed what skills and knowledge students should possess after receiving the education of a philologist in a foreign language.

The study of a differentiated approach to learning foreign languages involves the formulation of basic competencies at different levels of language proficiency and the selection of exercises to make work more efficient. In the work of L. Komodromou and M. Koutsellini [24] studies the issue of difficulties faced by teachers when applying 8 strategies of differentiated learning in practice. In the educational programs for the training of an Orientalist philologist, it is indicated which topics are the most significant and which aspects of the activity should be focused on. Scientists G.Y. Pasuy Guerrero and C.L. Agudelo Montoya [25] conclude that it is necessary to connect the forms and meanings of words through lexicogenesis, the use of associations (conceptual and functional), semantic connections, the introduction of phraseological units, referents, and registers. When considering a differentiated approach to learning foreign languages, it was noted that the formation of lexical skills should be carried out according to the student's level of knowledge: low, medium or high. That is, lexical competence is formed gradually: from the understanding of the simplest household phrases and single-meaning words to phraseological units, implications and contextual vocabulary.

The reviewed curricula for studying foreign languages showed that the lexical and communicative component is present in every course and is the basis of education in the philological direction. H. Winskel [26] characterizes Southeast Asian languages in terms of structure at different linguistic levels, emphasizing that virtually all of them are analytic or isolated. Therefore, they have a partial or complete absence of inflectional morphology (agreement, case, gender, number, time marking). Instead, functors or lexemes are actively used. That is why the formation of lexical competence is key in the formation of speaking skills. Traditional teaching of a foreign language involves methods of mastering vocabulary through translation and explanation. Results of an experimental study by M. Rahimia et al. [27] showed that the learning of vocabulary

and the formation of lexical skills is higher in the experimental group that learned vocabulary by recording and noticing language patterns and working with concordances. When mastering the vocabulary of the languages of the Far East, it is worth using both traditional study methods and experimental ones.

Curriculums suitable for differentiated instruction should include several levels of student preparation, including step-by-step learning and immersion in language processes. W.C. Wong and X. Wang [28] point to China's special program "One Belt, One Road", which is focused on the study of Southeast Asian languages. In 2018, significant successes were recorded in this field, in particular, 56 Chinese educational institutions implemented more than 100 language programs aimed at learning the languages of this region. The results of the study showed that the study of foreign languages of the Far East is complex, which can be followed by the example of subjects and their main target tasks. The development of new methods with a differentiated approach to learning is very important in view of their effectiveness, practicality, and possibility of implementation. The work of K. Guo et al. [29] focused on an analysis of 12 articles on language pedagogy, particularly as it relates to the complex methodologies used in language learning, particularly focusing on reading, pronunciation, motivation, storytelling. In the process of research on the formation of lexical competence, the main methods of work for the development of speaking were considered, in particular, discussions, problem tasks, discussions in groups, online communication, watching video and audio content in a foreign language.

The implementation of differentiated education in the preparation of students involves the separation of tasks and materials for language learning. Z. Hrdlickova [30] shows how studying idioms in communication increases the level of business communication in general: it contributes to increasing literacy, expanding vocabulary and facilitating communication. When studying the educational programs of the Taras Shevchenko National University of Kyiv, it was emphasized that the study of idioms and the phraseological layer of a foreign language is a mandatory element of education for students with an average level of knowledge. Learning oriental languages should take place with the active support of online communication, watching movies, videos, and listening to audio content [31-33]. This approach allows getting acquainted with the culture of the East, which still remains understudied in the European world. In the article by A.H. Sa'di [34] talks about how Orientalism appears according to Western public opinion, particularly in the conditions of today's neoliberal and globalized, digitized and securitized world. The results of the study of lexical competence confirmed that the understanding of the specifics of the language is possible only through the visual and auditory perception of the cultural product produced in the countries of East and Southeast Asia.

Techniques aimed at communication between students on current topics during classes are often used in the practice of Taras Shevchenko National University of Kyiv. Research by G.N.B. Bravo et al. [35] showed that conducting questionnaires and sharing ideas in class helps to improve students' English language skills. With a

differentiated approach to the study of the languages of the Far East, it is worth focusing on the solution of problematic tasks in the form of discussions, as this contributes to the formulation of opinions using learned language patterns (phrases, phrases, sentences). Given the results of the research, it is possible to conclude that the use of modern technologies such as video conferencing, e-mail communication, social networks and online presentations are effective tools for overcoming speech impediments. Research in focus groups R.V. Sosas [36] showed that informational methods and technologies help to improve pronunciation accuracy and fluency, reduce anxiety and allow for confidence. The study of differentiated teaching of a foreign language on the example of the languages of the Far East showed that communication with native speakers through online resources is one of the strategies for improving speaking.

During the analysis of the differentiated approach to the training of Orientalist philologists, attention was focused on the fact that complete immersion in the linguistic environment of a foreign culture is important for improving lexical skills. The article of C. Hamza and S. Hamerlain [37] shows how language differences are understood when learning a foreign language, notes that language, firstly, consists of thought patterns, and secondly, is the result of agglutination at the syntactic level (“gluing sentences together”). With the help of studying a foreign culture, in parallel with the language, the syntactic patterns of the language are mastered, in particular stable constructions, the most used phrases, etiquette formulas [38; 39]. Examining the Japanese, Korean, and Indonesian language programs, it was concluded that when preparing students, attention is focused not only on learning the language, but also on knowledge of the history, culture, and ethnology of a particular country. M.S.E. Madiou [40] points out that Orientalism is an inherently complex way of thinking, as it creates the impression of a “stunning, disturbing sense of detail”. Learning the languages of the Far East, in particular East and Southeast Asia, relies primarily on a sense of the linguistic and cultural context, which makes it possible to learn the language more naturally.

Therefore, the preparation of orientalist students in differentiated education focuses on the development of lexical and communicative competences, taking into account the level of language knowledge. In addition, the difficulties, the selection of methods and techniques, the basic skills and abilities of students are taken into account, which is considered in this study and the works of modern teachers.

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Conclusions

A differentiated approach to the study of the languages of the Far East, in particular East and Southeast Asia, is important for the organization of effective work in practical classes, the development of communication skills and the formation of lexical competence. Educational activities are carried out with the help of various forms of work: modelling communicative situations, solving problem tasks, performing lexical exercises, discussing audio and video content, introducing discussions in groups, reading fiction and scientific literature in the original language.

Effective in the formation of lexical competence is the modelling of communicative situations by means of the analysis of the communicative situation and the context of word use. In order to quickly learn foreign vocabulary, it is necessary to preserve the principle of authenticity, that is, to learn a foreign language together with a foreign culture. A communicative-oriented approach allows mastering the semantic features of the language through denotative and connotative elements, and later to interpret contexts based on direct and figurative meanings. This work examined the foreign philology curricula of the Taras Shevchenko National University of Kyiv in Japanese, Korean, and Indonesian languages, showed the principles and models of lexical competence formation in the process of differentiated education. Emphasis is placed on basic skills and abilities for each level of language proficiency: low, medium, and high. The results of a questionnaire regarding the evaluation of Orientalist students of their own professionalism, in particular regarding lexical skill and the effectiveness of various used forms of work, are presented.

The purpose of this work was realized, as the main trends in the modern pedagogical discourse regarding the differentiated formation of lexical skills in the process of communication were considered. The priority directions from the scientific perspective will be the following: determination of key criteria for effective education in the context of the formation of lexical and communicative skills, consideration of the best practices of European countries in the preparation of orientalist students, expansion of the linguistic base for mastering the languages of the Far East, in particular, diversification of approaches to work, methods and forms of education, implementation of information technologies.

Acknowledgements

None.

Conflict of Interest

None.

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Диференційоване формування лексичної компетентності в мовленні у майбутніх філологів-сходознавців

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Анотація

Актуальність. Актуальність дослідження зумовлена тим, що в сучасному педагогічному дискурсі існує потреба у впровадженні нових методів та принципів роботи для розвитку лексичних навичок та формування комунікативної компетенції.

Мета. Метою даної роботи є визначення ключових характеристик навчального процесу на прикладі підготовки студентів-сходознавців, вивчення специфіки роботи над розвитком лексичних навичок на різних рівнях навчання: низькому, середньому та високому в процесі говоріння.

Методи дослідження. Основними методами для написання роботи були аналітико-синтетичний, порівняльно-зіставний, метод вивчення та узагальнення педагогічного досвіду та анкетування, які використовувалися для комплексного та детального аналізу.

Результати. У даному дослідженні здійснено аналіз освітніх бакалаврських програм з японської, корейської та індонезійської філології Київського національного університету імені Тараса Шевченка, показано основні форми роботи, орієнтовані на різні рівні знань студентів: низький, середній, високий. Акцентовано увагу на основних методах роботи, зокрема, згадано дискусії, дебати, проблемні завдання, моделювання діалогів, лексичні вправи. Результати, отримані в ході власного дослідження, порівнюються з результатами інших дослідників, які займалися подібною педагогічною тематикою. Представлено результати опитування студентів 1-5 курсів щодо оцінки рівня їхньої лексичної підготовки та ефективності застосованих методів навчання. Розглянуто теоретичні аспекти поняття "лексична компетенція" та "диференційоване навчання".

Висновки. Дана робота може бути використана для подальшої розробки проблеми диференційованого навчання, зокрема, впровадження нових методів, інтеграції сучасних освітніх практик з метою розвитку лексичної компетенції в процесі говоріння.

Ключові слова: східні мови; комунікативні навички; діалогічне моделювання; комунікативна компетенція; усні презентації.