

Tamara Kemarska

senior lecturer of the Ukrainian and foreign languages Chair,
ORIPA NAPA under the President of Ukraine
ORCID iD <https://orcid.org/0000-0003-1033-4170>

SITUATIONAL PRESENTATION OF LEXICAL MATERIAL IN PUBLIC ADMINISTRATION TRAINING

The paper is going to review some issues dealing with the ways of presenting lexical material in teaching English for specific purposes. It is substantiated that situational presentation of the lexical material is the vital component of the whole process of mastering vocabulary and developing language skills of the learner. The discussed problem lies in the principle of the communicative method of teaching foreign languages enhancing formation of language skills for intercultural communication in proper specific, business, scientific spheres and situations considering professional thinking of public servants. The situation is meant as the sum total of verbal and nonverbal conditions given to the learner and necessary for him to perform speech action following the outlined communicative task.

Key words: situational presentation; lexical skills; language units; associative connections; speech; communication.

Тамара Кемарська

старший викладач кафедри української і іноземних мов,
ОРІДУ НАДУ при Президентові України
ORCID iD <https://orcid.org/0000-0003-1033-4170>

СИТУАТИВНА ПРЕЗЕНТАЦІЯ ЛЕКСИЧНОГО МАТЕРІАЛУ У ПІДГОТОВЦІ ПУБЛІЧНИХ СЛУЖБОВЦІВ

В статті визначено деякі проблеми відносно шляхів, методичних засобів презентації лексичного матеріалу в процесі викладання предмету «Англійська мова за професійним спрямуванням». Визначено, що вживання ситуацій в ході презентації лексичного матеріалу є передумовою розкриття лексичних одиниць в їх особистих значеннях.

Доведено, що ситуація є сумою вербальних та невербальних умов, необхідних здобувачу для виконання мовленнєвої дії згідно поставленим комунікативним завданням. Використання ситуативних прийомів в роботі з лексичним матеріалом на етапі презентації – одна із відповідей на питання про з'ясування шляхів, які забезпечують швидше включення даного матеріалу в мову здобувачів.

Міцність засвоєння слова залежить від різноманітних зв'язків його з вивченими лексичними одиницями. тому велику роль відіграє функціональна стратегія відбору та організації мовного матеріалу, його професійної спрямованості (у нашому випадку для державних службовців). Досліджено, що зв'язки встановлюються не тільки в результаті логічно-змістовних дій, а й за законами асоціації, що необхідно мати на увазі при презентації лексики для професійної діяльності. Під виразом "асоціація" науковці мають на увазі формування у певних умовах зв'язку між двома та більш ментальними явищами. Альтернативою для ситуативного підходу є надання здобувачам прикладів в реченнях, в кожному з котрих є типове вживання шуканого слова в контексті.

Розглянута в статті проблема лежить в основі комунікативного методу викладання іноземних мов, спрямованого на формування та розвиток мовленнєвих навичок для міжкультурної комунікації, здатності іншомовного спілкування у конкретних професійних, ділових, наукових сферах і ситуаціях з урахуванням професійного мислення.

Подальші наукові дослідження пов'язані з визначенням ситуації як заходу мотивації мовленнєвої діяльності держслужбовців, а також всіх тих, хто вивчає іноземну мову.

Ключові слова: ситуаційна презентація; лексичні навички; мовні одиниці; асоціативні зв'язки; мовлення; спілкування.

Постановка
проблеми

The problem of providing the learners with the proper language material for expressing themselves in various communicative situations requires developing a proper strategy for the selecting and organising the teaching material oriented to the personal demands of the learners in the process of the communication.

The present research is the unified cognitive approach, which includes the ways of logical analysis, the comparative method and the method of the context analysis.

The author considers the process of situational presentation of language material as a set of conditions

and circumstances which encourage learners to communicate and to express ideas, feelings and wishes.

A lot of works have been devoted to the studies of various aspects of presenting new lexical material to learners of foreign languages. As to the role of situation when working with language material, the problem was considered mainly in grammar aspect, though the task of using situations when presenting lexical material has not been widely elucidated yet. The objective of the present research is to identify the situational presentation of lexical

Аналіз
останніх
досліджень
і публікацій

units as the premise of the formation of a foreign language communicative competence of the learners.

Highlighting previously unresolved components of a common problem. The purpose of the article is to determine the main elements of the situational presenting lexics (linguistic, extralinguistic resources, selecting, organising proper language material for teaching English for specific purposes), etc.

Defining the conceptual cognitive bases of the narration, speech situations, the communication objective and the algorithm of the language practices and means of expression, thus helping not only to use the foreign languages as means of professional communication of public servants, but also to overcome the communicative difficulties.

Виклад
основного
матеріалу

The necessity to master foreign languages as means of communication is envisaged in contemporary educational programmes but its bringing to life is far from being fully realised and bears rather a declarative nature than a practical one.

The aim to become proficient in teaching a foreign language requires the search of new ways of improving both the methodology and attention to the language material organization as mastering the vocabulary is essential in developing language skills and lexical units themselves which are diverse and polysemantic phenomena presenting certain difficulties in their acquisition. A number of issues dealing with the ways of revealing lexical units in their particular meanings have been investigated in scientific literature but the personal teaching experience testifies the problems in the course of lexical skills formation, the latter being the inevitable premise for speaking. Very often the learners use new words in their statements, combining them with familiar model phrases without considering the proper situation. So, there is a reason to conclude that purposeful work at language units [LU] from the very beginning of the teaching process can ensure the proper usage of them in the speech. A very important stage of the LU presentation is identifying them against the known material and creating the conditions leading to formation and developing lexical skills.

As the essential premise for the proper language material usage is formed by a situation, it is indispensable to look into the problem from the practical point of view. In practice teachers use situations for training speech skills and mastering the vocabulary but traditionally they often use the same familiar repeating situations and as the result there comes the accretion of a word and a situation, so in this connection there arises the requirement of searching for the ways which could facilitate the usage of LU in the speech.

As the speech is situational, it is possible to use the situations from the very beginning in developing the vocabulary. Hence, according to A.A.Leontiev [2], the situation is meant as the sum total of verbal and nonverbal conditionals given to the learner and necessary and sufficient for him to perform speech action following the outlined communicative task. The problem of using situations is well developed in linguistics conformably to the speech teaching. As to the role of situation when working with language material at the starting level, the problem was considered mainly in grammar aspect by G.V. Rogova, A.A.Glotina, A.M.Timofeev and others.

The problem of using situations when presenting lexical material has not been widely elucidated yet; in practice the situations are created mainly with the help of visual means and methods. Evidently this approach doesn't always train to use LU in speech. Presenting a picture or an object leads to semantisation of the introduced LU disregarding its combinative characteristics. We understand presentation as a separate step including primary consolidation of a new LU which proceeds the active training of the language material. Situations at the speech level are directed to organizing the conditions for the realization of independent utterances by the learners when they have to express their own thoughts and attitude to some things and phenomena. When presenting LU a teacher accentuates the training language means and situations which can create a communicative background, that is a communicative direction that will favour word using in the speech. In the social intercourse a learner is comparatively free in the choice of the language material necessary for expressing his thoughts. According to psycholinguistics, the results of word learning depend on multiform connections of a new word with the known one. For all that the connections appear not only as the result of logical semantic actions but in accordance with the laws of associations. Under the word association psychologists mean a relation formed under certain conditions between two or more mental phenomena.

The research into the problem of associative processes shows they ensure memorizing and reproduction of various reality phenomena in certain connection and consistency. In teaching the vocabulary this phenomena is reflected in the actualization of the most common for any word connections (paradigm or syntagma ones). Their usage may influence the character of the explanation of new lexical units that makes possible to set up optimal ways of their semantisation and to envisage the effectiveness of memorizing words in different combinations. But two moments should be taken into consideration: the organization of the lexical material itself as well as purposeful actions with the language material. R.Johns [1] suggested «linguistic situation» as a unit of the organization of lexical material. This term is used to mark the general idea combining separate words into one semantic group (that is on the basis of certain associative relations). The situations are subdivided into two types: open and closed. Closed situations are characterized with paradigmatic relations (they are the words of one part of speech) for example seasons, jobs; words denoting generic notions, for example «flower» – «a rose, a daffodil, a snowdrop», etc. Open situations are characterized with syntagmatic word relations (words denoting different parts of speech). It is positive that the words are introduced by groups and from the beginning combinative relations are established with the regard of paradigmatic and syntagmatic relations. So, the problem of developing speech skills can be solved by using situational mode in the combination with associative relations.

The background created with the help of communicative situations in the course of presentation will direct the learners' attention to the supposed plan of utterance which is possible with using the presented vocabulary. Thus, the situation when presenting new language material is a stage of the preparation to the realizing the situation in the learner's speech. Practical experience

of using the situations when working with vocabulary showed that the learners demonstrate great interest and seek to use the acquired specialities, in spheres they work in. As has been already stated implementing situations when presenting new lexical units, takes less time for mastering new words and their wide combination with the I learned ones. Providing the learners with the proper language material for expressing themselves in various communicative situations requires developing a proper strategy for the selection and organization of the teaching material oriented to the personal demands of the learners in the process of communication. At the beginning of the process it is vital to identify the most frequent interrelations of the learners which may arise in the process of communication. As interrelations are expressed in speech functions (reports, agreements, statements, etc.), the situation boosts the language functions of the participants of the communication. It is important to keep in mind that in communicative teaching situational presentation of the language material is not an additional or final stage in the work but it is a vital component of the whole process of mastering vocabulary and developing communicational skills.

Communicative teaching system involves different approach to the realization of the situational principle. The main focus of the process is not the reproduction with the help of the visual means or verbal description of action fragments but the creation of the situation 'as the system interrelations of the learners' (E.I. Passov) [3]. The latter is extremely diverse as it embraces various spheres of life, social or material. There can be such types of them: social, moral, relations of joint activity, etc. The actualization of these various types of learners relations can be accomplished through problematic situations, texts and tasks as well as through their own experience, mental outlook, etc. The discussion of the problems may bring together different points of view provoking communication in the foreign language. The situational approach implies that the language that is being taught is realistic; all the words and sentences should come out of a real or imagined real situation. It follows that the meanings of words are tied up with situation in which they are used. For instance the learners understand the meaning of the word implementation not because they have look it up in the dictionary but because they have learned the word it situations, by hearing such collocations as to implement the policy, to implement the law, to implement the governments' educational reforms, etc.

According to Scott Thornbury [5], 'a situational presentation involves providing a scenario which clearly contextualizes the target word (or words)'. He gives an example of the situation for teaching the word embarrassed/embarrassing; 'Catherine saw a man at the bus stop. His back was turned but she was sure it was her brother, so she tapped him on the shoulder with her umbrella and shouted 'Look out! The police are after you!' The man turned round. He was a complete stranger. She was terribly embarrassed. It was a very embarrassing experience.'

Reinforcing a situational presentation with pictures, board drawings or gestures makes it more intelligible and ,perhaps, more memorable. An alternative to the situational approach is to provide students with example, sentences, each one being a typical instance of the target

word in the context. From the cumulative effect of the sentences the student should be able to hypothesise the meaning of the target word using induction: the mental process of hypothesizing from the examples. For instance the meaning of the word 'claim' can be provided in the following sentences. You will have to prove your claim to the property in a court of law. After the accident he decided to put in a claim for compensation. I do not believe the Government's claim that they can reduce unemployment by the end of the year. [4]

Висновки

The possibility to use situational method when working with lexical material on the stage of presentation is one of the answers to the searching for ways of quick introducing the presented lexical material into students' speech. The above mentioned approach to the problem is a resource of raising the effectivity of foreign languages teaching, mastering oral speech in particular, taking into account scarce hours according to the educational programme.

The problem discussed in the article lies in the principle of the communicative method of teaching foreign languages which during a number of years has been developed at the Humanitarian and Socio-Political Studies Chair of the Odessa Regional Institute for public administration under the President of Ukraine. The achieved results in the combination with the experience of European educational establishments is the main principle of writing programmes, textbooks, manuals for teaching public servants, managers.

Further research is related to determining the motivation and influence of the human factor on selecting the scope of the vocabulary for teaching English in public administration training.

Література.

1. Джоунс Р. Ситуативный словарь. Проблемы отбора учебного материала. Москва, 1971. С. 92–100.
2. Леонтьев А. А. Основы теории речевой деятельности. Москва: «Наука», 1974. 368 с.
3. Пассов Е. И. Коммуникативный метод обучения иноязычному говорению. Москва, 1991. С. 23.
4. Ростовцева В. М. Использование ситуаций при презентации лексики. Иностранный язык в школе 4/90. С. 35–39.
5. Oxford Wordpower. Dictionary for learners of English. Oxford University Press, 2000. P. 116–117
6. Thornbury S. How to teach vocabulary: Pearson Education Limited, 2002. P. 191.

References.

1. Dzhouns R. Sytuatyvnyi slovari. Problemy otbora uchebnoho materyala. Moskva, 1971. S. 92–100.
2. Leontev A. A. Osnovy teoryy rechevoi deiatelnosti. Moskva: «Nauka», 1974. 368 s.
3. Passov E. Y. Kommyunikatyvnyi metod obucheniya ynoiazыchnomu hovorenyiu. Moskva, 1991. S. 23.
4. Rostovtseva V. M. Yspolzovanye sytuatsyi pry prezentatsyy lekсыky. Ynostrannyi yazyk v shkole 4/90. S. 35–39.
5. Oxford Wordpower. Dictionary for learners of English. Oxford University Press, 2000. P. 116–117
6. Thornbury S. How to teach vocabulary: Pearson Education Limited, 2002. P. 191.