



## Actualization of Linguodidactic Techniques in Teaching a Foreign Language to Students of Higher Educational Institutions

Tetiana Soroka<sup>1</sup>

**Abstract:** Literature as a branch of human knowledge and a foreign language as a cognitive phenomenon have an expressed synthetic character, combining the possibility of describing the sensory perception of the surrounding reality with a way of conveying abstract ideas of various levels of complexity. Being both a goal and a means of learning, a foreign language in cognitive terms allows a person to look at the world through the prism of a foreign language and a foreign cultural worldview, thereby ensuring the formation of a so-called secondary linguistic personality. Modern linguodidactics considers teaching a foreign language as a complex task, the structure of which genetically includes, in addition to the linguistic proper, pragmatic (academic), developmental (cognitive) and educational (socio-cultural) aspects. The use of extralinguistic aspects in the educational process, associated with the study of socio-cultural characteristics and the application of professional competencies, as well as the realization of a student's scientific interests contribute to the actualization of the pragmatic aspect. It is proved that interest in the culture of the studied language increases motivation to learn a foreign language, in turn, contributing to the activation of cognitive processes of a purely linguistic nature and positively influencing the formation of a student's professional and linguistic personality. Techniques that activate the cognitive processes of students should be characterized by interactivity and be aimed at updating their subjective and professional experience. Research work in a foreign language, participation in international seminars and conferences, striving for discoveries and focus on results can create a favorable environment for the natural acquisition of conversational and academic skills in the field of learning a foreign language in parallel with the development of academic and cognitive abilities of a student.

<sup>1</sup> PhD, Associate Professor, Izmail State University of Humanities, Ukraine, Address: Repina St, 12, Izmail, Odessa Region, Ukraine, 68601, Corresponding author: magpie3f@mail.ru.



Copyright: © 2024 by the authors.  
Open access publication under the terms and conditions of the  
Creative Commons Attribution-NonCommercial (CC BY NC) license  
(<https://creativecommons.org/licenses/by-nc/4.0/>)

**Keywords:** foreign language; linguodidactics; interactive techniques; education

## 1. Problem Statement

One of the means of teaching a foreign language, which contributes to the development of oral speech, is writing. This type of speech activity is rightfully considered to be the most difficult. Success in mastering writing skills is especially important for the formation of students' professional and communicative competencies. The formation of such competencies is impossible without the ability to effectively carry out oral and written communication, make annotations, review professional texts, write reports letters, memos, etc. (Airasian, 2011, p. 78).

At different stages of training, it is advisable to use the types of written works corresponding to the level of language training and to the content of the working curriculum. In junior courses, it is advisable to use dictionary dictation and dictation with mutual verification as methods of developing writing, teaching the rules for drawing up a detailed plan for retelling a studied text, writing summaries, and short essays on a problematic topic, writing an official letter and an e-mail message, as well as teaching specific types of writing. In senior courses, the learning process should include such types of written works that include solid analytical work: abstract, review, report, scientific and popular science article (Brown, 2015, p. 123).

## 2. Critical Overview

The principles of teaching writing generally correspond to the general principles of linguodidactics: the principle of a consistent transition from simple to complex, from writing secondary texts (dictations, expositions, retellings) to primary ones (letters, essays, detailed essays, reports, articles). The latter are the direct result of the educational activities of the trainees, which allows them to use the acquired communicative and professional competencies. The lexical aspect occupies a special place in professional foreign language teaching, being the basis for mastering all types of speech activity. In the language system, at the lexical level, linguistics distinguishes not only individual lexical units (words), but also stable combinations (phraseological units, clichés, etiquette and other speech formulas). Since the applied purpose of a professional foreign language course at a university is to master speech skills, it is necessary to teach students the usage of lexical units in the context of their speech. The study of vocabulary should not be identified with memorizing

vocabulary lists: this method is not effective due to the lack of connection between the language sign and the speech model, which prevents the active use of lexical units in the productive speech activity of a student (Marcello et al., 2023, pp. 1-25).

### **3. Purpose of Investigation**

The aim of the study is to investigate principles of actualizing linguodidactic techniques in teaching a foreign language to students of higher educational institutions.

### **4. Research Course**

Lexical skills are formed in stages: first, the semantisation of lexical units must occur, then their primary fixation in speech formulas, and only at the final stage of mastering, a student will be able to use the studied vocabulary in various forms of oral and written communication. Therefore, when composing exercises for the development of lexical competence, it is necessary to take into account the degree of compliance of exercises with the goals and objectives of the phased formation and improvement of lexical skills, their communicative and professional orientation, and the availability of necessary verbal and non-verbal supports when performing tasks (Ornstein, 2008, p. 87).

When developing lexical skills at the consolidation stage, the emphasis should be shifted from form to meaning, paying special attention to the associative-logical component of the lexeme content. Exercises for determining semantic connections between the studied lexical units (tasks for the selection of synonyms, antonyms, definitions, True/False) and tasks based on speech samples aimed at using the studied lexical units in conditional speech (substitution) exercises have proven themselves positively. The lexical exercises of this stage usually follow the thematic text of the lesson and are aimed at learning and consolidating new vocabulary. Students work with speech models, through which lexical units are stored in long-term memory (Roberts, 2010, p. 234). Choosing these models is a matter that requires a teacher to have high linguistic erudition and methodological training, but it is in models that lexical units acquire contextual meaning and are more effectively remembered for further use. This stage plays an important role in preparing a student to use the vocabulary to be learned in one's own productive speech activity (Xipeng et al., 2020, pp. 1872-1897).

At the final stage, when a student is preparing to produce one's own speech using the studied vocabulary, it is especially important to help one make the transition from conditional speech activity on the model to creating an utterance on the topic under study. In order to successfully overcome the barrier separating the receptive and productive aspects of speech, linguodidactics offers tasks based on structural and logical schemes. The use of structural and logical schemes can significantly simplify the task of self-expression on the studied topic for a student. However, it should be noted that the method of structural and logical schemes fully works only if a student faithfully performs the tasks of the previous series, since the activity of deciphering and adequate speech interpretation of the content of the structural and logical scheme is based on lexical and grammatical skills acquired at earlier stages of mastering the lexical topic (Arends, 2005, p. 114).

Along with the lexical, the most important aspect of the formation of foreign language competence of students is grammatical. It involves learning cognitive actions related to the analysis of a speech task and the choice of an adequate speech model to convey the meaning of an utterance by grammatical means of a foreign language. The complexity of the mental operations required of a student has led to the attention traditionally paid to grammar in any foreign language course at the university.

Linguodidactics divides the process of creating a grammatical skill into two stages: awareness of the type of speech situation and the choice of an adequate model for expressing its meaning by means of a foreign language (pre-speech stage) and the formulation of an utterance in a grammatically correct way (speech stage). A grammatical skill is considered to be formed if the ability to build statements grammatically correctly, choosing speech models and their lexical content adequately to the situation, is brought to automatism. Along with traditional exercises for practicing grammatical models (substitution and translation exercises), modern linguodidactics gives a teacher an arsenal of interactive learning tools, among which an important place is given to grammatical games that increase the interest and motivation of students.

Each didactically correctly selected type of tasks helps students to form and improve their foreign language competence, promotes professional growth, as well as the development of the creative potential of future specialists, which ultimately leads to the formation of secondary linguistic personality traits in them.

However, none of the methods brings a positive result in the absence of student interest, which raises the question of ways to increase the motivation of the audience for teachers of higher education.

Modern methodological science suggests structuring the learning process, approaches to learning new things from the point of view of what a student already knows. In terms of vocabulary development, this function can be performed by pre-text exercises. They serve as a speech warm-up and focus students' attention on the content of the text that follows the exercises. The use of pre-text exercises allows the teacher to get acquainted with the opinions of students on a particular topic, as well as to equalize the difference in the levels of basic lexical knowledge, that is, to eliminate a common difficulty when working with a multi-level academic group.

Another type of learning activity is also aimed at updating what students know, but its task is to correct misconceptions. This method is successfully used when working with specialized literature: authentic and adapted texts of professionally oriented subjects that are close to them in terms of practical component create motivation for learning new words. Speaking tasks, which are mainly used in this case, give students the opportunity to exchange information and opinions within the framework of the topic presented in the text, to show the ability to use the studied vocabulary in new dialogical and monological situations. A common problem remains the danger of frustration for some students due to a feeling of imperfection of their speech skills, but experienced teachers solve this problem by leaving priority to the content and gently, only in case of repetition of particularly typical mistakes, correcting the form of utterance.

One of the popular methods of updating the content of foreign language learning is a role-playing game, a powerful and accessible simulator of foreign language communication in the professional field. In the case of its use, it is not just an imitation of speech activity based on a certain amount of skills, but a process that allows a student to realize one's creative potential, to show the knowledge and skills necessary for future specialty. Within the framework of interactive forms of classes, debates and discussions of simulated situations can be held, and the relaxed atmosphere of the game helps them overcome the language barrier and achieve a certain degree of language competence.

The stage of implementation of the inculcated lexical skills necessarily includes activities aimed at finding out how much the studied material has changed students' perceptions and how its study has affected their skills. A similar goal is pursued by the creation of problem assignments and projects: such types of educational tasks

help to include the studied vocabulary in the process of exchanging opinions when discussing a problem. These assignments should be based on professionally oriented case-study situations that have additional motivational potential.

R. I. Arends positively characterizes the case method as a practical method of organizing the educational process from the point of view of its multistrukture: it combines modeling, system analysis, problem method, thought experiment, game methods, and also uses group discussion as a means of stimulating the thought process and educational motivation, develops skills of laboratory and practical control and self-control. Functionally, this method has proven itself well from the position of organized work in groups, which allows, along with professional and speech competencies, to form the skill of teamwork, which is an important factor in future social and professional adaptation (Arends, 2001, p. 343).

Thus, the means of increasing the motivation of students in mastering lexical skills as a basic principle imply updating the content of the topic under study, including a set of techniques, the choice of which depends on a number of factors: the language level of the academic group and the degree of activity of its participants, the stage of formation of lexical skills and personal preferences of students and the teacher.

It should be noted that it is necessary to form the socio-cultural competence of students in the framework of a foreign language course at university. Modern linguodidactics requires mandatory inclusion in the university course of a foreign language of information of a linguistic and cultural nature and information about the structure of the professional industry in the countries of the studied language. By getting acquainted with information of a socio-cultural nature, a student increases own erudition, better understands the internal logic of the studied language, realizes the role of the studied language in the system of ideas about the world and the future profession, which not only deepens linguistic competence, but also contributes to the expansion of the worldview of a young person, the formation of personality.

## **5. Concluding Remarks**

The conducted research allows to formulate the following conclusions. Since the purpose of learning is the development of oral and written forms of communication, the possession of vocabulary of a foreign language in terms of semantic accuracy, synonymic richness, adequacy and appropriateness of its use is an integral prerequisite for the realization of this goal. The formation of lexical skills involves

not only taking into account information of a formal and structural nature, but also knowledge of situational, social and contextual rules that native speakers adhere to. The arsenal of linguodidactic techniques, which have proven highly effective in the formation of lexical skills among students of a foreign language of a professional orientation, includes such traditional types of tasks as comparative analysis used in the development of word-formation models of a foreign language and the primary semantics of terminological units of the topic. Attracting support to the native language at the primary stage not only does not interfere, but, on the contrary, helps to consciously master the terminology system, while simultaneously expanding the general linguistic horizons of students.

## 6. Further Research

The prospect of research is to investigate the role of translation theory and practice in activating foreign language communicative competence.

## References

- Airasian, P. W. (2011). *Classroom assessment*. New York: McGraw-Hill, Inc.
- Arends, R. I. (2001). *Classroom instruction and management*. New York: McGraw-Hill, Inc.
- Arends, R. I. (2005). *Learning to teach*. New York: Random House, Inc.
- Brown, D. H. (2015). *Teaching by Principles: An interactive approach to language pedagogy*. New Jersey: Prentice Hall Regents.
- Ornstein, A. C. (2008). *Strategies for Effective Teaching*. Dubuque: William C. Brown Communications, Inc.
- Mariani, M.; Machado, I.; Magrelli, V. & Dwivedi, Y. (2023). Artificial intelligence in innovation research: a systematic review, conceptual framework, and future research directions. *Technovation*, Vol. 122, pp. 1-25.
- Roberts, J. (2010). *Language Teacher Education*. London: Arnold.
- Schlechty, P. C. (1991). *Schools for the 21st century. Leader imperatives for educational reform*. San Francisco.
- Xipeng, Q.; Tianxiang, S.; Yige, X.; Yunfan, S.; Ning, D. & Xuanjing, H. (2020). Pre-trained models for natural language processing: a survey. *Science China Technological Sciences*, Vol. 63, pp. 1872-1897.