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FOREIGN LANGUAGE LEXICAL COMPETENCE IN PROFESSIONALLY ORIENTED READING AS A METHODICAL PROBLEM

The article is devoted to the characteristics of the psycholinguistic processes of development of foreign language lexical competence in reading professionally oriented resources and determining the criteria for assessing the development of the mentioned phenomenon. It has been substantiated in the paper that determining the structural elements of foreign language lexical competence in reading professionally oriented literature should be based on understanding the specifics of cognitive processes that provide understanding of the text content, namely memory (short-term and long-term), and attention, as well as defining communicative strategies as a constitutive element of the foreign language communicative competence in reading. The multi-level (seven-level) nature of text comprehension has been considered as the one to serve as the foundation for constructing the methodical model of the teaching/learning process; in this respects, four types of information that the reader receives from the text (category-cognitive, situational-cognitive, emotional-evaluation and motivational-volitional) have been described. At the same time, characterizing the structure of foreign language lexical competence in reading professionally oriented texts involves understanding the specifics of the final result (foreign language lexical competence in reading, developed on a high level), which is possible by determining the criteria for the formation of the studied phenomenon. The results of the analysis of the psycholinguistic mechanisms involved in reading professionally oriented texts, with the selection of appropriate communication strategies to be applied while developing the competence in reading as mandatory elements of lexical competence have been presented in the study. The study also summarizes the achievements of specialists in methods of teaching in determining the criteria assessment of the development of foreign language lexical competence in reading professionally oriented resources.

***Key words**: foreign language lexical competence in reading professionally oriented texts, reading competence, memory, attention, cognitive processes*

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ІНШОМОВНА ЛЕКСИЧНА КОМПЕТЕНТНІСТЬ У ПРОФЕСІЙНО ОРІЄНТОВАНОМУ ЧИТАННІ ЯК МЕТОДИЧНА ПРОБЛЕМА

Статтю присвячено характеристиці психолінгвістич-них процесів розвитку іншомовної лексичної компетенції в читанні професійно орієнтованих ресурсів та визначенню критеріїв оцінювання рівнів сформованості зазначеного явища. У роботі обґрунтовано, що визначення структур-них елементів іншомовної лексичної компетенції в читанні професійно орієнтованої літератури має здійснюватися на основі розуміння специфіки пізнавальних процесів, які забезпечують розуміння змісту тексту, зокрема пам'яті (короткострокової та довготривалої) та уваги, а також визначення комунікативних стратегій як конститутив-ного елемента іншомовної комунікативної компетенції в читанні. Розглянуто багаторівневий (семирівневий) характер розуміння тексту, який повинен послугувати основою для розробки методичної моделі процесу викла-дання / навчання; також описано чотири типи інформації, яку читач отримує з тексту (категорійно-пізнавальну, ситуативно-пізнавальну, емоційно-оцінну та мотиваційно-вольову). Водночас характеристика структури іншомовної лексичної компетенції в читанні професійно орієнтова-них текстів передбачає розуміння специфіки кінцевого результату (іншомовної лексичної компетенції в читанні, розвиненої на високому рівні), що можливе шляхом визна-чення критеріїв оцінювання сформованості досліджуваного явища. У роботі представлено результати аналізу психо-лінгвістичних механізмів, задіяних у читанні професійно орієнтованих текстів, із вибором відповідних комунікацій-них стратегій для розвитку читацької компетентності як обов'язкових елементів іншомовної лексичної компе-тенції. У дослідженні також узагальнено досягнення фахівців із методики навчання іноземних мов в визначенні критеріїв оцінювання сформованості іншомовної лексичної компетенції у читанні професійно орієнтованих ресурсів.

***Ключові слова**: іншомовна лексична компетенція в читанні професійно орієнтованих текстів, читацька компетентність, пам'ять, увага, когнітивні процеси.*

Formulation of the problem. Lexical competence is to be considered as a component of communicative competence, with the acquisition of vocabulary to be a key element for the successful development of communication skills. In terms of professional activity, this issue becomes especially relevant, having been studied in the papers of foreign and domestic authors. According to O. Tarnopolsky (1999, p. 69), lexical competence is a condition for the formation of professional communicative competence. At the same time, reading professionally-oriented texts is considered as one of the methods of forming students' professional vocabulary range (Brieger, 2006, p. 67). Working with technical texts, students learn new vocabulary, understand the meaning of terms due to the context, while expanding their vocabulary stock.

The development of appropriate methods (in our case, methods of forming foreign language lexical competence in professional-oriented reading) involves, first of all, the analysis of desirable processes in the use of lexical competence in reading professionally-oriented texts, i.e., determination of psycholinguistic mechanisms involved in understanding professional communication in the process of reading professional literature. Another important element of the methodology is the understanding of the specifics of the phenomenon – English lexical competence in reading, i.e. one of the objectives of this study we see in determining the criteria for the formation of foreign lexical competence in reading professionally oriented texts.

Analysis of recent research and publications. The study of linguodidactic aspects of the development of methods for the formation of foreign lexical competence in reading professionally oriented literature determines the characteristics of the text as the main object in this type of speech activity.

In scientific literature there are different interpretations of this term.

1. In literary studies, the text is considered as a speech work, presented in writing (Urgamal, 2016, p. 32).

2. Specialists in the field of psychology, psycholinguistics and linguodidactics understand the text as a speech work presented orally or in writing (Vierieshchagin, 1990, p. 135).

3. In methods of teaching foreign languages the text is understood: as a product of the speech creative process, the structure of which reflects the specifics of the process of its production; the text reflects extralinguistic factors through the selection and features of language speech means functioning (Rogova, 2011, p. 13); as a work, together with its architecture and organization of the language resources used, provides the addressee with everything necessary for the formation of a mental model of the text, with its substantive content, perception and adequate understanding being necessary for the reader to verbally communicate with the author (Kubriakova, 1994, p. 25); as a speech work, presented orally or in writing, built according to certain rules, as an integral, coherent, structured and complete product of speech activity (Urgamal, 2016, p. 33).

4. In scientific works on discourse analysis, linguistics of the text, this concept is interpreted as a speech work, which unfolds in parallel (vertically and horizontally) syntagmatic and paradigmatic sign relations, with the horizontal plan being expressed by the formal side (external design) and reflecting its coherence by means of the corresponding lexical and grammatical dependences which develop thought in the text formally. The vertical plan of content development is represented by textual semantics and reflects its integrity as a psycholinguistic basis of the text (Horpinich, 2013, p. 67).

Certain linguistic textual studies put emphasis on the need to shift from "the grammar of the text" to "linguistics of textuality", focusing on the importance of analyzing the implementation of the linearity of the text, while at the same time considering its multidimensionality, multidimensionality, as well as research mechanisms (Botsman, 2006, p. 7).

An important aspect of achieving the goal of our study is the analysis of the functions of the text, which, to some extent, determine the choice of communicative purpose in the process of reading the text. In this context, the information function stands out, manifested in the ability of the text to accumulate information and transmit it to the recipient (reader). The information in a professionally oriented text contains potentially new content, it is usually characterized by the importance and significance for the reader, specifies partially known facts, objects or phenomena (Bransford, 1999, p. 216), moreover, I. Halperin emphasizes the pragmatism of information in professionally oriented texts and highlights the content-factual explicit (reports of facts, events, processes), content-conceptual (presentation of individual-author understanding of causal links between phenomena and processes) and content-subtextual (hidden) information (Halperin, 2007, pp. 26–27).

T. Horpinich (2014, 70) claims that for any text it is important to correlate its structural features with semantic concepts and categories. In the linguistic organization of the text there are textual elements that compare the content of the text with reality, among which scholars highlight the concepts that represent the content, the relationship between logical and informative parts of the text, forming its basis, the way of expressing ideas etc (Hulstijn, 1997, p. 208). In this regard, scholars suggest "to pay attention to what is important in the text organization for the process of comprehension, understanding, extraction of information, which patterns of expression and distribution of information in professionally oriented texts students should pay attention to in mastering reading skills" (Horpinich, 2013, p. 70). At the same time, the reader's

activity in reproducing the information structure is directed to certain keywords, information units of the text, comparing the information structure of the text with the professional knowledge of the recipient, allowing to adapt selected structural information units to one's own cognitive activity (Horpinich, 2013, p. 75).

In this aspect, it should be noted that professionally meaningful text can be built in the hierarchy of cognitive programs (from the simplest to the most complex): from semantics analysis through word-forming elements of terms, understanding of grammatical phenomena and syntactic organization and overcoming relevant grammatical and syntactic difficulties and ideas of the text to activate background knowledge, formation of new knowledge necessary for professional activity (Klychnikova, 2008, p. 30).

Let's analyze the specifics of the implementation of lexical competence in the process of different types of reading.

Introductory reading. It can be described as reading "for oneself", which lacks a certain preconceived notion of the need to further use or reproduce information obtained from the text, so the reader remembers little information from the text, while some minor facts that seem irrelevant to the main line of presentation may be incomprehensible. The result of this type of reading is 70-75 percent understanding of the main content of the text, the main line of evidence, the author's argument.

Searching reading is aimed at finding specific information in the text, with defining the place in the text in which it appeared, is amenable to study reading, while the previous or subsequent parts are skipped by the reader (or reviewed 'diagonally'). That is, the main task in reading each part of the text is to find out whether it may contain the information sought, and the main reading activity is to "snatch" certain words, phrases, sentences from the text, based on which the reader determines the presence / the absence of the required (desired) information in a particular piece of text. In this type of reading, as a rule, it is not a question a certain degree of completeness of understanding of the content of the text, but the efficiency is defined by achievement of a task: whether the searched information is found.

General (reviewing) reading aims to get an idea (overall) of the text and information in it to determine the degree of its need for further processing and use of information in professional activities, refresh the memory of previously read material, select the necessary material for its further processing, compiling a bibliography, etc. In fact, this type of reading determines the role of the information presented in the text: whether it is needed and whether it will be selected for another type of reading.

Researching (close) reading. Its purpose is to analyze the text and language tools, leading to a certain slowdown in reading speed, increasing the degree of completeness of understanding the content to 100%, understanding of major and minor facts. The received information usually is important for the reader, and therefore its further use in professional activity is provided, therefore the reader aims not only to understand the maintenance of the information as much as possible, but also to comprehend it critically, thus setting on long-term storage of this information. In this reading type, the reader makes frequent stops, returns to certain passages in the text, rereads them several times, notes certain information in writing, talks aloud as if in a self-talk, asks questions and gives answers.

The **aim** of the article is to characterize the psycholinguistic processes of development of foreign lexical competence in reading and determining the criteria for assessing this development.

Summary of the main content of the study.

Psycholinguistic aspects of lexical competence development (formation) in professionally-oriented reading. As noted in the scientific and methodological literature, any activity is carried out in three stages: motivational, orientation-researching and executive / procedural (Sysa, 2016, p. 44). In the perspective of the formation of foreign language lexical competence in professionally oriented reading, the first stage is realized through the interaction of the cognitive needs of readers, their personal motives and goals of reading. In the second stage, the reader chooses the type of reading in order to most effectively achieve the communicative goal, and the procedural stage involves a dynamic system of thought and speech actions within the selected type of reading.

An analysis of the scientific literature leads to the conclusion that the understanding of the content of the text is carried out by activating the complex logical operations helping to form connections in the text. In this aspect, the research of Z. Klychnikova (2008, p. 27) deserves attention. The author determines the multi-level (seven-level) nature of text comprehension and identifies four types of information that the reader receives from the text (category-cognitive, situational-cognitive, emotional-evaluation and motivational-volitional). At the first stage (degree) comprehension can be characterized as the understanding of individual words, certain fragments of semantic categories of the text, therefore, there is a recognition of lexical units. At the second level, based on understanding the basics of grammar, there is understanding of situational and cognitive semantic categories of the text and partial understanding of the relationships between objects and phenomena described in the text, that is recognition of words and phrases in a context. At the third level, there is still a fragmentary understanding, but it extends to the boundaries of the sentence. At the fourth stage, with the help of synthetic comprehension the reader begins to understand the general meaning of

what is read, and at the fifth stage meaningful understanding of the meaning of lexical and grammatical units allows to understand the textual content quite fully and with some accuracy. Thus, the last two stages confirm the idea that those are the right stages when the reader can choose a particular type of reading. For example, if the text contains categorical-cognitive or situational-cognitive information, the reader will use general or introductory reading; at the same time, if the information contains information-evaluation or motivational-volitional components, the reading will be exploratory / researching (close). The sixth stage is characterized by understanding emotional and evaluative text categories, and the seventh stage – full understanding of all types of information in their combination and context, and it is characterized by a high level of competence in reading with the ability to switch thinking from one operation to another, as well as understanding implicit information (Galskova, 2006, p. 226).

Memory. Because the reading process is more personal than listening (the reader chooses the time he plans to spend reading the text, the hierarchy of main and secondary goals, the sequence of reading the structural and semantic parts of the text, the number of times for reading the information, ultimate reading strategies), while discussing the mechanisms of memory that are activated in the process of reading scientists distinguish (except for short-term and long-term memory used in listening) the following types of memory, depending on the mental personality traits of the reader: associative, logical and indirect (Ovsiannikov, 2016, p. 261). The first type is formed by associative connections between an already known phenomenon or fact and the one that still needs to be remembered, using related associations, associations by analogy and contrasting associations, where the former unite phenomena or facts in space and time. (here a communicative strategy in reading is significant, which will appeal to the development of this type of memory with related associations, namely the strategy of reader's ability to predict the meaning of the next word based on the meaning of the previous word in the phrase and vice versa). The second type (by analogy or similarity) connects two phenomena or facts that have similar features, based on the same connections between nerve endings that are caused in the brain when encountered (necessary in this case is the strategy of linguistic and interlingual assumptions about when the meaning of a word can be understood from a similar root word in the native or Latin language). The third type uses associations (by contrast, opposition) and connects two opposite (oppositional) phenomena or facts (an example of communicative strategies in this case is the strategy of using antonyms to semanticize lexical units or grammatical means of opposition to understand the meaning of what has been read – opposing conjunctions, opposing context with the use of contrasting pairs of antonyms: male-female, large-small, etc).

Analyzing the psychological aspects of reading, it is necessary to take into account the characteristics of the functioning of short-term (sensory) and long-term memory (Ovsiannikov, 2016, p. 265).

Researchers have found that short-term memory lasts for 20 seconds while reading (Baryshnikov, 1999, p. 15), and the last 5-7 units of the text are usually remembered; accordingly, the strategy that will help to avoid overloading short-term memory is the one of marking / highlighting important elements for understanding the text (keywords and phrases), which may contain new information to the reader or unknown elements.

Long-term memory can be effectively used in the reading process if the remembering the information searched at the time of reading was structured, systematized, therefore, useful for the formation of reading competence here is the strategy of learning and activating learning material in the form of organizational diagrams, visual support, associative connections with the involvement of associative and logical memory.

It is generally known that the biggest problem of understanding information in the process of reading in a foreign language is unknown lexical units or those belonging to the so-called passive vocabulary of the reader (he/she recognizes individual lexical units, but requires extra effort and time to semanticize them correctly). For this purpose, it is essential to pay attention to the specifics of learning and memorizing lexical items, which is one of the four processes of memory functioning (memorization, storage, reproduction and forgetting of information).

Remembering the information is the process of fixing new information in memory by linking it with previously acquired, through the transfer of this information from short-term to long-term memory, moreover, the objective sequence of phenomena according to the model formed in long-term memory, becomes familiar, uninformative to its owner, and does not offer the effect of novelty (Zimniaya, 2001, p. 109). In the scientific literature, arbitrary meaningful memorization is more important, for which strategies of semantic grouping of new lexical units, formation of semantic reference points and comparison processes using organizational charts, memory cards, and synonymous series can be proposed. At the same time, lexical units that carry the key semantic load in the text are easily memorized involuntarily (Stevens, 2005, p. 136).

Thus, combining an understanding of the specifics of memory with the use of appropriate communication strategies in reading as part of reading competence will allow for an effective process of forming foreign language lexical competence, which will directly affect the quality of reading professionally oriented texts.

Attention. In the formation of foreign language competence in scientific literature reading the following properties of attention operate: stability, concentration, switching/shifting, volume. In particular, the stability of

attention can be maintained by forming new connections of the new object of attention with those objects that have already appeared in the reader's past experience; similarly, if the subject matter of the reading passage does not bring new experience aspects to the reader, the attention is distracted. The stability of attention also depends on the features of the text, the degree of its complexity (both in linguistic and cognitive aspects), individual and professional interests, to name but a few. This factor should be taken into account when selecting texts to develop an appropriate system of exercises (Kurayev, 2002, pp. 73–74). Attention shifting is understood as a conscious transfer of attention from one object to another, which depends on the reader's attitude to previous and subsequent information during the reading process, at the same time, the reader, accordingly, quickly shifts attention to information that is personally (or professionally) significant and interesting.

While constructing methodical procedure (exercises for students, selection of communicative strategies to be developed), it is crucial to consider the information about the functions of attention in the process of reading comprehension: the function of selection (strategy of selecting important elements for solving the communicative goal of the text and ignoring insignificant one); preservation function, which implies at some point keeping in view a certain subject content (the hypothesis about the development of the text content, the meaning of words that are easily semanticized), and finally reaching the communicative goal (strategy of selection of key lexical items, mechanisms of probable prediction, contextual guessing etc); regulatory function that controls the process of comprehension in the reading process (strategy for testing hypotheses in connection with the deciphering of new blocks of text information) (Ovsiannikov, 2016, p. 274).

Thus, the above-analyzed psycholinguistic mechanisms and identified strategies, the use of which improves the quality of these mechanisms in the process of reading professionally oriented texts, will identify structural elements of foreign language lexical competence, the formation of which will ensure the effectiveness of the reading process.

The criteria for assessing the formation of lexical competence in professionally oriented reading. It is often emphasized in the literature that achieving a high level of recognition, differentiation, and use of lexical material by students contributes to the rational organization of the process of obtaining and semantic processing of information when reading, as well as organizing interactive professionally oriented reading and solving problem-triggered cognitive problems in educational situations (Semenchuk, 2007, p. 50).

One of the factors that simplifies the process of mastering special vocabulary (terms) is the lack of ambiguity and expressiveness inherent in the vocabulary of common language (Burlakov, 2005, p. 32). Researchers

see the reason for this phenomenon in the dissolution or assimilation of common words in the terminology of a specific field of knowledge, in the feature of common vocabulary to take the position outside of the synonymous nest together with terms, as a result of which the latter ones acquire specific terminological characteristics such as tendency to unambiguity, stylistic neutrality, absence of synonyms. This process has a positive impact on the development of students' ability to put forward assumptions about the language context, as well as expands their opportunities for untranslatable semantization and rapid memorization of such terms (Semenchuk, 2007, p. 53).

As follows from the analysis of special literature, the terms have certain qualities that distinguish them from the words of common language. Researchers of various terminological systems consider the following linguistic features of terms (Biretska, 2015; Leshchuk, 2002):

• specialized nature of meaning, clarity of semantic boundaries, lack of expressive and emotional coloring;

• monosemanticity, independence of the context, stylistic and expressive neutrality;

• accurate semantics, high informativeness within its terminology system.

On the other hand, there are factors that complicate the process of perception, understanding and using the terminological vocabulary of a particular field of knowledge. One of such factors is due to the fact that in the functioning of ESP (English for specific purposes) vocabulary there is a process of determinologization, as a result of which, according to N. Misnyk (2002, p. 33), terminological units become the property of common language. Determinologization, which takes place due to extralinguistic factors, increases the tendency to integrate language units from different layers of vocabulary according to the general literary standard, and a significant role in this process, as linguists have shown, is played by the media (Husak, 2005, p.13).

Understanding the specifics of the functioning of the terminology of professionally oriented speech makes it possible to design and determine the criteria for assessing the formation of receptive lexical competence (in reading as a receptive speech skill). To accomplish this task, it is advisable to analyze the scientific views on the mentioned problem.

A. Kravchenko (2019, p. 5) believes that the lexical component of speech skills should be controlled in the development of skills in listening, speaking, reading and writing, because the formation of lexical skills is not the goal in itself, but a means of speech skill development. To assess the formation of lexical competence in reading, scientists distinguish three criteria: 1) linguistic-cognitive criterion, which is focused on testing knowledge of word formation methods and the ability to correctly form new words; skills of establishing lexical compatibility of lexical units; skills of verbalization of digital indicators;

2) constructive and semantic criterion focused on understanding the contextual meaning of words in the authentic text; ability of linguistic and semantic interpretation of the content of the text in a specific field of knowledge; 3) professional-communicative criterion, focused on testing the ability to reproduce professional texts, taking into account the studied lexical units; interpret textual and graphic information from the text; use the appropriate lexical units in productive speech (Shostak, 2011, pp. 244-246). Another set of criteria has been defined as follows: correct understanding of the lexical unit of its denotative and connotative meaning in speech; correctness of establishing a semantic connection; degree of understanding of implications and concepts in the text; the amount of extralingual information associated with the lexical item; degree of understanding of the content and meaning of the text; correctness and depth of search / analysis when solving lexical problems (Kravchenko, 2019, p. 7).

Understanding the structure of lexical competence in professionally oriented reading, presented in the form of certain criteria for its formation, allows a researcher to identify stages of formation of this competence and develop an appropriate subsystem of exercises and tasks, which will be the subject of our further study.

Research results. Determining the structural elements of foreign language lexical competence in reading professionally oriented literature should be based on understanding the specifics of cognitive processes that provide understanding of the text content, namely memory (short-term and long-term), and attention, as well as defining communicative strategies as a constitutive element of the competence in reading. At the same time, characterizing the structure of foreign language lexical competence in reading professionally oriented texts involves understanding the specifics of the final result, which is possible by determining the criteria for the formation of the studied phenomenon. In this article, we have made an attempt to analyze the psycholinguistic mechanisms involved in reading professionally oriented texts, with the selection of appropriate communication strategies in reading as mandatory elements of lexical competence and analyzed the achievements of specialists in methods of teaching in determining the criteria for foreign language lexical competence in reading professionally related resources.

The prospects for further research. Our article is one of the components of a long scientific process. The next stage of our research will be the study of the structure of the studied competence with the further development of methodological procedures aimed at the formation of foreign language lexical competence in reading professionally oriented texts.

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