REFERENCES

1. Translation correspondences: concept and essence [Electronic resource]. 2005. - Mode of access: http://dipland.ru/Language Studies/Translation:_concept_and_entity_165005. - Date of access 19.11.2018.
2. Translation correspondences: linguistic aspects [Electronic resource]. - Mode of access: http://do.gendocs.ru/docs/index-212441.html?page=7. - Date of access 22.11.2018.
3. Principles of description of phraseological and grammatical correspondences [Electronic resource]. 2015. - Mode of access: http://tfolio.ru/item/Mql. - Date of access 25.11.2018.
4. Translation correspondences: Wiki English [Electronic resource]. 2017. - Mode of access: http://wikienglish.ru/?p=141. - Date of access 25.11.2018.
5. Grammatical translation problems: differences between English and Russian [Electronic resource]. - Mode of access: http://studwood.ru/984486/literatura/grammaticheskie_problemy_perevoda#68. - Date of access 25.11.2018.

УДК 811.111-26

PRACTICAL USE OF LEXICAL APPROACH IN TEACHING ENGLISH

Н.Н. Перепечко, старший преподаватель БНТУ, г. Минск

Резюме - в статье рассматриваются основные принципы лексического подхода. Даны некоторые рекомендации по его использованию на занятиях. Проанализирована возможность обучения английскому языку посредством освоения новой лексики.

Introduction. Creating an effective technology of teaching a foreign language was and remains the most relevant task for specialists of the whole world who offer new methods of training on an education market. The lexical approach to teaching English has gain a particular interest as an alternative to grammar-based approaches. The lexical approach focuses on evolving learners' proficiency with lexis. An important part of learning language is the ability to comprehend and produce lexical phrases as unanalyzed ones. These chunks become the basis which allows learners to perceive language patterns traditionally thought of as grammar [1, p.6].

Main part. The principles of the lexical approach were introduced by Michael Lewis 20 years ago. The main idea: «Language is grammaticalised lexis, not lexicalized grammar». We do not substitute the words which are available for us in a stock in grammatical formulas, often generating the artificial speech far from the speech of the native speaker, and at once we address lexical blocks which are the ready lexical and grammatical combinations which are a basis of the fluent speech and not demanding the detailed analysis of its components. [2, p.4]. In other words, lexis has a central part in creation of meaning, grammar plays a subservient managerial role. There is a difference between »vocabulary», usually made up with single items, and «lexis», which includes not only the single words but also the word combinations. Lexical approach supporters argue that language consists of meaningful chunks. If we combine them, we can produce continuous coherent text. Michael Lewis presents this taxonomy of lexical items: words (e.g., *job, career, employ*); polywords (e.g., *by the way, hold on*); collocations, or word partnerships (e.g., *fast learner, long-term goals*); institutionalized utterances (e.g., *We'll see; If I were you..; Would you like…*); sentence frames (e.g., *The fact is...*) and even text frames (e.g., *In this presentation we speak about ..; Firstly ..; Secondly ..; Finally ..*).

Lewis thinks that vocabulary cannot be differentiated from grammar. Every word has its own grammar and it is not suggestible to create a distinction between vocabulary and grammar. Instead of viewing language as simply words and grammar, he proposes language to be viewed as consisting of multi-word chunks. He states that language acquisition is faster when it is learnt in chunks rather than in isolated individual words.

The lexical approach focuses on teaching real English. We must admit that native speakers have a large stock of these lexical collocations. Fluency does not depend on having a set of grammar rules and a separate stock of words. Language is not learnt by memorizing individual words, but by an increasing ability to mix them, make partnerships and whole sentences. Grammar is acquired by observing, and experimenting [3, p.5]. Students should explore grammar instead of being explained particular grammar rules. Working with dictionaries and other reference tools should be stimulated.

The lexical approach allows us to pay attention to a form, content and function of the grammatical phenomenon in the foreign language. Thus, this approach makes students master grammar skills to communicate and by means of communication. The grammatical phenomena are acquired by students as word combinations or patterns, without being engaged in grammatical rules. Lexical and grammatical aspects interpenetrate each other that develops language flair and guess.

Except usual record of words in the dictionary it is possible to memorize word partnerships by means of visual cards where students can find absolutely new meanings of already known words. Thus, it develops ideas of connotations and warns confusion in understanding or translating.

New lexicon is organized on the basis of collocations. They are concentrated on a linguistic component, thereby they represent very successful organization of lexical material. Students learn not only one word and the translation it, but a collocation. They understand how it is possible to use it. Mistakes also decrease. Besides, by means of collocations students begin to perceive a sentence horizontally or in a syntagmatic way. In other words, understanding that, changing one collocation to another, but, without changing sentence structure, it is possible to express a necessary thought in a foreign language.

Reading exercises can help A1-C1 students acquire or master their skills. It can be authentic newspapers or books according to the students` level and interests. Lexical exercises can be aimed at creation of a new text which is limited to the number of words and any other conditions (words should not be repeated in general or it is impossible to use any certain word etc.). The oral exercises should be aimed at repetition of synonyms and antonyms, general and private concepts etc. The learning of foreign language through lexicon expands idea of the pupil of a word, a phrase, a phrase in nonnative language. Within lexical approach the ways of presentation of new material were created. New lexis has to be presented within a certain semantic field, area in which this word is used. It concerns even simple words. For example, while introducing a new noun at the lesson, it is necessary to mention the adjectives which are possible to use with this noun and verbs. It gives students an idea of context where they can use this noun. New lexis can be entered not only by means of translation but also by means of pictures, a mimicry, gestures, drawings, synonyms, antonyms, modeling of a situation and other methods.

One of basic principle of lexical approach is communicative technologies to speed up speaking process. Students are becoming more self-assured. They develop communicative skills, understand the use of grammatical forms in combination with their lexical fullness. Role play games and modeling of speech situations are the main types of such technologies. From the psychological point of view, it is a productive interaction within one group. People can make mistakes and express their ideas without being afraid to show the imperfection in possession foreign language. Also there are two ways to develop, improve and strengthen these skills: through reading exercises; repeated reading (reading the text to reach higher speed or can make difficult tasks for understanding of the text), technology 4/3/2 (repetition of the same history within four minutes in the first time, three - in the second, and two - in the third); through exercises on compatibility, semantic fields or mind maps (the scheme of communicationsbetween words), dictations (when the known words are used in unfamiliar combinations).

Conclusion. Like the other communicative approaches, which stress on communicative proficiency, the lexical approach too highlights the importance of successful communication rather than the production of accurate language. It believes that acquisition of lexical chunks makes a learner's communication more effective.

LITERATURE
1. Drobot, I.A. Teaching English tenses: the importance of a visual aspect / I.A. Drobot // Sci. J. of Humanistic Studies. – 2014. – Vol. 6, iss. 10. – P. 86–89.
2. Lekova, B. Language interference and methods of its overcoming in foreign language teaching / B. Lekova // Trakia J. of Sciences. – 2010. – T. 8, № 3. – P. 320–324.
3. Lewis, M. Implementing the lexical approach: Putting theory into practice / M. Lewis // The Electronic Journal for English as a Second Language [Electronic resource]. - Hove, England: Language Teaching Publications. 1997. - Mode of access: http://www.tesl-ej.org/wordpress/issues/volume3/ej09/ej09r10/ - Date of access: 15.11.2018
4. Lewis, M. Pedagogical implications of the lexical approach / M. Lewis. In J. Coady& T. Huckin (Eds.), "Second language vocabulary acquisition: A rationale for pedagogy"// Institute of Educational Sciences [Electronic resource]. – Cambridge: Cambridge University Press. 1997. - Mode of access: https://files.eric.ed.gov/fulltext/ED455698.pdf - Date of access: 16.11.2018
5. Lewis, M. The lexical approach: The state of ELT and the way forward / M. Lewis // International Knowledge Sharing Platform [Electronic resource]. - Hove, England: Language Teaching Publications. 1993. - Mode of access: https://www.iiste.org/Journals/index.php/RHSS/article/viewFile/6074/6030 - Date of access: 17.11.2018
6. Лебединский, С. И. Стратегии смыслового восприятия и интерпретации устной иноязычной научной речи / С. И. Лебединский. – Минск : БГУ, 2014. – 296 с.
7. Радбиль, Т. Б. Язык и мир: Парадоксы взаимоотражения / Т. Б. Радбиль. – 2-е изд. – М.: ЯСК: Яз. слав. культуры, 2017. – 592с.
8. Степанов, Ю. С. В трехмерном пространстве языка: семиотические проблемы лингвистики, философии, искусства / Ю. С. Степанов; отв. ред. В. П. Нерознак. – 2-е изд. – М.: Книжный дом «ЛИБРОКОМ», 2010. – 336с.
9. Ушакова, Т. Н. Рождение слова. Проблемы психологии речи и психолингвистики / Т. Н. Ушакова. – М.: Институт психологии РАН», 2011. – 528с.

WAYS TO IMPROVE THE STUDENTS' ENGLISH SPEAKING SKILLS

И. А. Поварехо, преподаватель ФММП, БНТУ, г. Минск

Резюме – в статье описаны эффективные методы преподавания английского языка в универсиτете. Рассматривается и анализируется ряд проблем при обучении говорению. Рассматривается серия различных приемов, обеспечивающих развитие навыков говорения и формирование коммуникативной компетенции у студентов.

Introduction. In the era of globalization, more and more people are beginning to learn English, knowledge of which is necessary in various fields of science and technology, business, education, public life. The high role of the English language as a means of international communication for specialists with higher education. Unfortunately, many future economists, marketers, managers, and engineers find it difficult to give foreign languages and other humanitarian disciplines. Therefore,