TECHNOLOGIES FOR DEVELOPING LEXICAL COMPETENCE OF MEDICAL STUDENTS IN ENGLISH

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Abstract: The introduction of professionally oriented English language teaching in higher medical educational institutions is due to the rapid growth of the social order of highly qualified medical specialists who speak English and are ready for international communication and cooperation. The main purpose of the research is the formation of English-speaking professionally directed competence among students, in particular, the acquisition of knowledge about the systemic organization of the English language and the laws of its functioning in the medical field; the development of linguistic competence, in particular, knowledge of lexical and grammatical means of the language and the ability to use them in professional activities by various technologies.

Key words: English language, lexical competence, technology, strategy, learning vocabulary.

The selection of educational material is carried out in accordance with the provisions of the Pan-European Recommendations of Language Education, according to the main technologies for the selection of language teaching tools include the selection of original texts taking into account the professional needs of those who study a foreign language. Taking this into account, the professional text is the main unit of teaching and learning English in a professional direction, a source of terminological vocabulary, a means of forming linguistic, professional and socio-cultural competence of students. Lexical, grammatical and semantic richness of the text forms the understanding and sense of language, develops linguistic and cognitive skills.

Regarding the amount of strategy use, the study undertaken by Gu and Johnson revealed that Japanese students seldom used one single strategy. A very small group of high achievers reported learning vocabulary mostly through extensive reading, whereas the second best group reported using a variety of strategies, such as guessing, dictionary strategies, note taking, and even memorization strategies. The least proficient group preferred memorization strategies. Similar findings, in terms of the amount of strategy use, were obtained by Pavičić whose study indicated an extensive use of VLS, such as bilingual dictionary use, repetition strategies, correct usage of a word in a sentence, translation of the target word into L1, etc.

Another study that included Croatian primary school learners (Pavičić Takač) showed that among most frequently used VLS were listening to songs, remembering words from films and TV programmes, translating words into L1and remembering words if they are written down. This finding was to some extent in line with the results reported by Rogulj and Čizmić suggesting that business and information technology students were in favour of those strategies that, through everyday exposure to authentic English language, facilitate spontaneous language learning.

In short, this brief overview reveals researchers' huge interest in the area of VLS, which, on the one hand, stems from research into general language learning strategies, and, on the other, from language learners' needs to master as many words as possible.

In Schmitt's words "one thing that students, teachers, materials writers, and researchers can all agree upon is that learning vocabulary is an essential part of mastering a second language". For the purpose of vocabulary selection, word frequency research emerged in the 1920s as an important area in applied linguistics. According to Nation 4 groups of words, high frequency words, academic words, technical words, and low-frequency words may occur in the text. High frequency words include all function words and many content words that provide the basis for establishing and maintaining everyday communication. Academic vocabulary, sometimes called sub-technical vocabulary, occurs frequently in academic texts across different disciplines. Content-specific or technical vocabulary is related to specialized fields, whereas low-frequency words rarely occur and do not belong to the aforementioned groups.

All in all, in the process of teaching English at a medical university, a professional text is the main means of achieving the goal of the educational process – the development and formation of English-speaking professional competence, which provides for the "imposition" of foreign skills on the subject content of the profession in the course of performing professional tasks. Since when learning English professionally, the original English text is not only a source of information, but also a means for developing oral and written communication skills, in the process of reading it is worth focusing not only on semantic or informative, but also grammatical and lexical comprehension of the text. Considering that the main part of specialized medical texts consists of medical

vocabulary and terminology, it is difficult to understand them without prior preparation during the lesson or careful analysis when reading independently at home. Conscious or subconscious lexical and grammatical analysis during reading is reflected in the understanding and perception of information. Lexical, grammatical and stylistic features of the text affect the effectiveness of reading a professional English text.

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