

- application of the knowledge of culture and cultural values to the management of intercultural contexts;
- adaptation of their behaviour according to the demands of different intercultural situations;
- identification and critical analysis of the cultural components of authentic media of communication;
- reflection on the cultural factors influencing their own behaviour and that of others.

References

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EFFECTIVE VOCABULARY TEACHING STRATEGIES IN THE FOREIGN LANGUAGES FOR ACADEMIC AND PROFESSIONAL PURPOSES

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The study of effective vocabulary teaching strategies in the English and others foreign languages for academic and professional purposes is multidisciplinary enterprise requiring expertise in areas of linguistics, computer science, psychology and sociology. Collaboration among researchers in each of these areas is to create effective vocabulary teaching systems that combine the strategies that people use to communicate with each other in real situations. Today the language systems teaching must combine spoken and written language understanding and generation to allow people to interact directly or with computers using speech to obtain information on virtually any topic, to conduct business and to communicate with each other more effectively.

The results of our study based on the review of the literature and pedagogical experience indicate some important criteria for selecting vocabularies:

- 1) range (the extent to which a word occurs in the different types of texts);
- 2) coverage (the capacity of a word to replace other words);
- 3) frequency (the number of occurrences of a word in the target language);
- 4) learnability (the extent to which a word can be learned without difficulty);
- 5) language needs (the extent to which a word is regarded as "required" by the learner in order to communicate).

Lexicon is a very important part of the evaluation component of the English for academic and professional purposes classroom.

Some ways of the presenting the meaning of new words are widely used: concise definition; detailed description; examples; illustration (picture, object); demonstration; context; synonyms; antonyms; translation; associated ideas, collocations.

While teaching vocabulary for academic and professional purposes it is very important to devote attention the new word's forms (pronunciation; spelling; inflections; derivations) and the meaning (basic and literal meanings; derived and figurative meanings); the usage (subcategorization; collocation; sociolinguistic and stylistic restrictions). Explicit vocabulary teaching is necessary for teaching the core vocabulary, particularly for the learning of basic lexical and semantic knowledge. Incidental vocabulary acquisition should be encouraged for further lexical and semantic development of the words learned through explicit instruction and for learning additional vocabulary. The presentation, practice and consolidation are involved in teaching vocabulary. Practice and consolidation are very important for storing the words in the long-term memory and turning the passive vocabulary into active vocabulary. It is important the teacher must make sure that the corpus of words is useful for the particular teaching context and that it covers the target register and lesson objectives.

It is evident that there are many vocabulary teaching strategies. In our Petro Vassylenko National Technical University of Agriculture we use professional training games and competitions, key word method, vocabulary exercises, writing essays, regular review, implementation of multimedia projects, oral presentations and academic discussions, tests in linear or nonlinear format. In the English classroom we compare language use (Standard English/ Scientific English, written/spoken English). Our teachers asks students to create a new professional vocabulary learned during the lessons progress. Some strategies seem to arise naturally but others need to be taught.

It is the teacher's responsibility to employ the most effective vocabulary teaching strategies, but much lexical competence has to be developed through natural communication. The teacher has to focus attention on integrating lexical information into entries and moving words from episodic memory to active professional and academic lexicon.

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