

# New ways of professional language thesaurus formation among students of engineering specialties

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## Abstract

At present, a foreign language becomes a means of increasing the level of knowledge within its specialty and is increasingly becoming a language for specific purposes. The professional orientation in foreign language teaching is carried out in the process of speech activity: reading and speaking. It is important that students master vocational vocabulary.

The teacher needs to select the lexical material taking into account the specialization. Knowledge of special vocabulary is necessary for reading texts on the specialty. This concept requires changes in the system of foreign language teaching at a technical university. Significant changes are required in the selection of a methodological approach to teaching, the content of the teaching and methodical complex. In the article, the author presents his teaching method of a foreign vocabulary to students in the professional sphere. Namely, he presents an electronic glossary of the lexical minimum for students, presents the methodology for compiling a glossary and methodological recommendations working with it.

**Key words:** thesaurus, glossary, vocabulary training, a foreign vocabulary

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## INTRODUCTION

At the present stage of the development of society, a foreign language plays an important role in the professional training of specialists. The current situation orientates graduates of technical universities primarily on competitiveness in the world labor market and, consequently, defines as the main requirement - the ability to self-develop by continuous updating of their intellectual potential. In this regard, the future specialist, even in the framework of professional training in the university should be focused on the need to systematically improve their professional qualifications, ensuring that it maintains a high level of professional skill. In the concept of the development of higher education, by 2020, one of the priority areas is the formation of world-class scientific and educational centers that integrate advanced scientific research and educational programs that solve the personnel and research tasks of nationwide innovation projects (the Concept of the Development of Education of the Russian Federation until 2020).

Implementation of this concept is possible only if the quality of their language training of future specialists is improved, and its deficits affect the level of proficiency in professional competence in general.

The most important condition for the successful professional activity of an oil engineer is competence. In the dictionary of foreign languages, the concept of "competence" is disclosed as possessing competence - the circle of powers of an institution, a person or a circle of persons, issues that are subject to someone's knowledge. Competent (French) - competent, competent. Competent (Latin.) - appropriate, capable. Competere - to demand, to conform, to be fit. Competence - the ability (competence) (Dal, 2015).

Studying the research, it should be noted that the concept of "competence" is always interpreted in the context of professional activity and is used relatively recently, therefore, considering the problem of language training of students of engineering specialties, we consider this concept as professional competence.

Considering the definitions of different scientists, we observe a variety of categories in which the term "professional competence" is considered, which reflects the complexity and versatility of this concept, its integrative character. Professional competence is considered at the personal, psychophysiological and pedagogical levels. This concept includes such categories as motives and abilities, psychological state, qualities, and state of a person, personality traits, orientation to certain behavior of a person, mobilization of forces to perform a task, all this testifies to the integrative nature of the concept "professional competence."

Professional competence to pedagogical activity is "a personal education that includes: a system of sufficiently stable, static components, mental entities - knowledge, skills, professional skills, professionally important qualities, meanings and values of the individual, her relationships, preferences, etc. ., in general, a certain level of professionally necessary potential of the individual "(Slastenin, 2008).

The concept of "professional readiness" is identified by some researchers with individual personality traits, professionally significant personal qualities, psychological state and personality traits, a combination of mental characteristics and moral personality traits, in solving professional tasks, mastering of professionally significant knowledge and skills (Belozertsev et al, 2004 subjective state of personality, characterizing the mobilization of forces to fulfill (Ippolitova et al, 2006). Therefore, we define professional competence as an integrative personal education, which includes knowledge and skills, positive motivation necessary for the successful implementation of a certain type of professional activity.

Implementation of this concept is possible only if the quality of their language training of future specialists is improved, and its deficits affect the level of proficiency in professional competence in general.

The term "engineer's language training" is a complex, multifaceted; therefore, it must be clearly structured. In the system of general vocational training, we determine the place of language training of students since communicative competence in a foreign language follows only in unity and in interrelation with professional competence in general.

In the modern scientific literature, the components of professional competence are distinguished:

1. Psychological component - a certain level of professional development of the cognitive sphere of a specialist's personality: professional perception, thinking, imagination, memory, attention.

2. Motivational component - the person's orientation toward self-development in the educational process, understanding the meaning of his profession, a positive attitude towards it, the necessary level of self-esteem and claims in activity, his willingness and ability to professional and personal self-assertion, a strong motivation for success.

3. Operational-activity component - includes professional skills (a set of professionally important qualities, knowledge, skills, habits of professional conduct), the necessary level of development of professionally important abilities and strong-willed readiness of a specialist, his ability to self-regulate behavior and activities.

4. Communicative component - a sufficient level of development of skills and constructive and effective contact with people, with a professional environment, professional communication with employees and managers, a sufficient level of human speech culture and professional thinking.

5. The creative component is the ability of a modern specialist to search, see new ways, means, ways of solving professional problems put forward my life, both traditional and non-traditional (Slastenin, 2008).

The communicative component is the language training of an oil engineer and assumes that the professional has a sufficient level of development of skills and skills

for effective contact with people, with a professional environment, professional communication with employees and managers, willingness to engage in business and personal interaction with colleagues and the ability to establish, maintain and develop such interaction (Slastenin, 2008).

In this regard, it should also be noted that in our time communication in one language is not sufficient.

One of the main tasks of teaching modern university graduates is to teach oral and written communication in more than one language, one of the most common foreign languages, the teaching of literary and oral and written speech in their native language, the ethics of communication and documentary linguistics, the foundations of social and professional psychology, methods and means of modern communication (Ippolitova et al, 2006). That is, the language training of future specialists is part of professional competence in general.

According to the state-federal standard on higher education in Russia in the field "Oil and gas business" one of the tasks is to master the students' ability to express thoughts and opinions in interpersonal and business communication in a foreign language. The ability of students to freely use a foreign language as a means of professional communication is directly related to the degree of development of their professional thesaurus.

The importance of developing a professional thesaurus in a foreign language as a component of the communicative competence of a future specialist has always been recognized by methodologists. From the perspective of introducing new methods of teaching foreign language vocabulary and research in this field (Kwok, 2017; Chung, 2017; Kim, 2016; Bezukladnikov, 2013) and psycholinguistic features of the assimilation of new lexical units (Ellis, 2010; Pesina et al., 2014.), there are studies that consider showing a better way of studying the words representing the path, rather than the mode of movement. The results were similar for training with and without accompanying gestures (Emerson, 2016). Mobile work on vocabulary is devoted to working (Zhang, 2015).

The importance of teaching the professional foreign language thesaurus as an essential component in the teaching of reading and listening is discussed in the works by West M, Nation P., Coady J., Kwok, et al. (2015). Scientists analyze the processes by which adult English readers learn new written words, by modeling the reduction of words to shorter words and, as a consequence, easier to assimilate the vocabulary.

In language learning, contextual conjecture has been the object of research for a number of different scientific (Nagy et al., 2000; Laufer et al, 2001). Context, as the basis of linguistic conjecture - a verbal environment (word combination, sentence, text) - provides the most general idea of the word. More often than not, it reveals the generic affiliation of reality. They focus on the ability of the concept of context to fulfill its purpose, provided it has a reference word (it should be familiar to the learner), through the semantics of which an understanding of the meaning of an unfamiliar word occurs.

Theoretical analysis, examined so far, clearly allows us to conclude that the teaching of a foreign language in a technical university is reduced to considering only its individual points: the formation of a lexical skill, the development of skills in reading professionally oriented texts, and listening (Zimnaya, 2003; Minyar-Beloruicheva et al., 2017; Passov, 1985).

The problem of the formation of a foreign professional thesaurus on the basis of receptive types of speech activity in students of technical specialties has not been adequately studied. A limited number of lecture hours, shortening the terms of studying a foreign language up to three to four semesters, on the one hand, and increased demands for professional language training of students, on the other, do not leave time for working out vocabulary: work with new types of dictionaries and

glossaries, information resources, etc. Insufficiency of development of receptive and productive types of speech activity, since qualitatively formed lexical skills, is a condition for successful communication in a foreign language. Teachers pay attention to the skills of reading and grammatical constructions, rather than replenishment of vocabulary (Pesina et al., 2014).

Such a contradiction between the need of a modern society in the personality of an oil engineer who can carry out foreign language communication in professional activity, on the one hand, and the insufficient theoretical and practical elaboration of the system and the conditions for the development of a professional thesaurus for students in a technical university.

This contradiction has determined the relevance of the chosen topic.

The purpose of the study is to justify and develop a training complex for the development of engineering students' specialties for the development of the thesaurus in professional language education.

## **METHODS**

To achieve this goal, the training process was aimed at the following tasks:

- identification of the initial level of knowledge and skills of self-education and self-organization of mastering foreign vocabulary, characteristic of professional activities;
- introduction of the electronic glossary "Lexical minimum for students studying a foreign language;
- evaluation of the effectiveness of work with the electronic glossary.

The reliability of the research is provided by its methodological basis, the implementation of complex theoretical and empirical methods, and comprehensive analysis of the experimental and experimental data.

The study was conducted in three stages (2016-2018):

- The first stage - the study of psychological and pedagogical and methodological literature on the development of self-educational competencies of students in a technical college.
- The second stage is the development and compilation of a "Glossary of the lexical minimum for students of the specialty" Oil and gas business." With the use of the educational glossary; creation and application of a training complex for the development of students' skills of independent work.
- The third stage - analysis of the results; statistical processing of data.
- The branch of Tyumen Industrial University in Surgut served as the base for experimental and experimental work.

62 students took part in the experimental work. In the sample, all students agreed to participate, age 18-19 years, psychologists did not need help, since all students are adults. In accordance with the established requirements, such a sample size is sufficient to recognize it representative and allows the application of methods of mathematical statistics.

When compiling the glossary, we applied the technique of stratifying vocabulary by layers and the criteria for selecting the words of the current layer of vocabulary. Criteria for selection were: 1) frequency of words; 2) their syntactic function in speech (in the dictionary - graph Multifunctionality); 3) the word-forming ability of a word; 4) the semantic load (in the dictionary - the column "Multivaluedness"); 5) the uniformity of the distribution of words by specialization (in the dictionary of the graph "Number of sublanguages, in which the word"). The vocabulary reflects the power of words and the principle of excluding synonyms.

- The procedure for selecting words by criteria included the analysis of each selection unit in terms of meeting the criteria requirements, with the criteria being considered not as mutually exclusive, but complementary to each other. As shown in

the dictionary, many units meet the requirements of all selection criteria. This is the first group of words, knowledge of which is necessary first. Then there are groups of words selected according to four and three criteria. The words selected according to these criteria are active and productive in speech, which can be traced through the dictionary in connection with the specially provided structure of the dictionary entry.

#### Semantic aspect of the glossary

Since almost all frequency dictionaries are monolingual, which significantly reduces the degree of word activity when determining the word's value in the vocabulary minimum, we conducted an additional experiment on statistical analysis of the text of technical literature in the oil and gas business at the semantic level. The purpose of the statistical analysis of the sublanguage "oil and gas industry" was to study the distribution of word meanings in texts, the determination of the specific weight of multi-valued words for different parts of speech, the study of the dependence of word frequency and the number of meanings.

The data of this glossary served as a support in the choice of meanings of words for a real lexical minimum.

### RESULTS

In the process of studying the discipline "Foreign Language," receptive types of speech activity develop - reading and listening, which create favorable conditions for the development of students' foreign language professional thesaurus, including in the process of independent work, allowing them to expand vocabulary in the professional sphere. We assumed that the process of developing a foreign professional thesaurus for students-oil workers would be more effective if:

1. reading and listening will be regular;
2. When preparing training materials, we will take into account some criteria for selecting texts for receptive types of speech activity: professional orientation, the content of professional texts, accessibility, and variability, the reliability of sources and the relevance of the information presented in them, as well as the lexical density and volume of texts;
3. Students will use electronic dictionaries in various formats when working with texts in their specialty in a foreign language;
4. If a set of exercises and tasks is offered, work with which will allow students to master the methods of independent work with new words and the lexical side of receptive types of speech activity.

Taking into account the importance of the lexical aspect in the professional activities of the oil engineer, we can talk about the need to develop in the coordinates the knowledge of the ways and means of self-assimilation of foreign lexical units, as well as the mastery of the corresponding skills, that is, the development of the key educational competence of the EC-7 (Graduate of the Bachelor's Program should have the ability to self-organization and self-education). But the study of the content and structural models of development, receptive and productive types of speech activity in modern methods is not foreseen.

On the basis of the advanced requirements for the organization of independent work in language education (Bagrova, 2001, Minkova, 2003) on mastering the vocabulary of a foreign language, which was used in other languages, we developed a teaching and methodological complex that helps students develop a foreign language thesaurus and the ability to self-organize and self-educate.

It is necessary to take into account the levels of independent mastering work on the development of a foreign professional thesaurus:

1. The reproductive (reproductive) level of independent work is on the basis of other levels and is responsible for the formation of a verbal pronunciation-lexical-

grammatical base, for the creation of standards in memory. At this level, the assimilation and consolidation of new material are underway.

2. Semi-creative (transitional) level of independent work follows from the previous one. Here, the acquired knowledge, skills and abilities are transferred to similar situations, as well as the formation of statements in similar situations. Independent work of this level requires greater mental activity and creativity.

3. Creative (creative) level of independent work is associated with the formation of skills and abilities to carry out a search for solving more complex communicative tasks. It is here that the creative personality is formed (Gal'skova, 2003).

The educational teaching and methodical complex includes:

1. The lexical minimum in English. The goal of the "Lexical Minimum in English" is: a) to reflect some of the important qualitative and quantitative aspects of the vocabulary used in vocational training in English, obtained as a result of statistical analysis and description of the text; b) to promote the organization of the assimilation of vocabulary and the accumulation of vocabulary in a rational system.

The glossary was created as a definite lexical base for the vocabulary formation of students of technical universities studying English for their professional purposes. To ensure a full course of study, the vocabulary should be supplemented by a vocational minimum in the specialty, as well as with a lexical minimum for the course of teaching oral speech in accordance with certain program educational speech situations.

This glossary is aimed at the gradual development of skills of self-education, the skills of mastering vocational vocabulary in another language on the basis of the implementation of teaching and reference and activity functions. In order to match the first function, the glossary includes necessary information about the lexical unit (its phonetic, grammatical, semantic and stylistic aspects). The correspondence of the second function of the glossary is manifested, firstly, in the fact that all the information listed is organized in accordance with the structure of independent activity in mastering vocabulary, and secondly, by including in the vocabulary article incentives for cognitive actions to master vocabulary.

The structure of the educational glossary in the linear sequence mostly repeats the macrostructure of the traditional paper dictionary.

Dictionary entry. All English dictionary entries are arranged in alphabetical order. Each article with all related materials is a separate unit of the dictionary.

Elements of the dictionary entry are provided with the grammatical abbreviation n, a, adv, etc. (List of abbreviations). Elements of the dictionary article are provided with quantitative indicators of absolute frequency, the prevalence in the groups of texts (specializations), word-forming ability manifested in this sample, the number of values that this word has, and the syntactic functions that it performed in the sampling suggestions. The article opens with a foundation and then unfolds according to the elements on the basis of the following principles of word-production: 1) non-word-based word-production; 2) prefix; E) Suffix and 4) Composition. Conversion is also reflected. Within the limits of the grammatical homographs stood out in Roman numerals. Within the dictionary entry, the elements of the article are arranged according to the principle of decreasing frequency. The indicator of word-building ability is indicated only for the word that opens the dictionary entry. In this dictionary, due to the limited amount of work, non-finite forms of the verb are not included in the dictionary entry, but the quantitative expression of these forms of the word-forming ability of the word is nevertheless reflected.

The structure of the glossary is a minimum. The lexical minimum consists of an alphabetical English-Russian dictionary and applications. In connection with the known difficulties experienced by students in translating warrior words in view of

homonymy, polysemy, etc., we supplemented the glossary with Appendix No. 1: "The most common (mostly service) words encountered in the sample."

Appendix No. 2 contains a "List of word-building tools" in the form of the most common suffixes and prefixes, the effect of which is reflected in the structure of the dictionary entry. In accordance with the requirements of the program for the foreign language course for the Tyumen Industrial University, presented to students in the field of knowledge of word-building tools and to the ability to use them in speech, this Minimum material is intended to work to accumulate a passive stock of words for students when teaching them Reading of scientific and professional literature in their specialty.

Appendix No. 3 gives the main commonly used phraseological units that were found in the texts of scientific and technical literature subjected to statistical analysis.

Appendix 4 provides reference material on the distribution of words according to their usage in the groups (specializations) of the sample population. This material can be used both in the evaluation of a word when selecting it for graded filing and in teaching oral and written speech.

Appendix No. 5 gives the grouping of the words "Minima" by their activity in written speech.

The selected minimum of foundations can be used by students as a bilingual glossary when reading literature on a specialty. To this end, all words are arranged in alphabetical order, facilitating the use of the dictionary when reading. However, the glossary is designed to systematically master professional vocabulary and the knowledge of possible ways of enriching your vocabulary that exceeds this minimum, the ability to master word-building tools. To this end, we recommend that students begin learning words from the basics, then move on to its derivatives while simultaneously learning the word-building mechanisms to build up the potential vocabulary of students. The structure of the dictionary entry contributes to this work. In combination with any educational text, the glossary is used for the productive assimilation of the words found in the text. The numbers of the entries allow the teacher to specify specifically which section should be used for a particular lesson.

The definition of the basis, its partial derivatives, their most common values in the technical literature, the functioning of the derived bases in the text, the possible occurrences of derivatives in phraseological units and the assimilation of words into groups of the "Minima" makes it possible to conduct more vocabulary instruction and carry out current control over the assimilation and recording of accumulation vocabulary.

The availability of applications in the dictionary is determined by practical goals. Among these applications, we focused on service words. When working on the text, the service words require special attention from the teacher and students. An incorrect understanding of the functions and meanings of individual auxiliary words often distorts the meaning of the sentence. The task of the teacher is to teach students to avoid typical errors in the translation, taking into account the understanding of such phenomena as multivalence and multifunctionality of service words that occupy about 50% of any text of this functional style.

## CONCLUSION

To test the effectiveness of the educational and methodical complex developed by us, based on the work with the electronic glossary, it was intended to correlate the actual results with the delivered tasks.

The criteria for the formation of the skills of working with a glossary with the purpose of developing a foreign professional thesaurus are:

1. Automegodic knowledge of the basics of self-organization and the implementation of independent work;

2. Interest and a positive attitude towards the process of independent mastering of foreign vocabulary.

Dynamics of knowledge, skills and value attitude to the independent assimilation of foreign vocabulary during the experimental verification of the effectiveness of the training complex was assessed based on the results of the proposed test works, as well as using observational / introspection methods, questioning, self-assessment, questioning, comparing the facts of all stages of the pilot test with conclusions , mathematical processing of data and reflection of results.

The results of the experienced training based on the criteria and methods for evaluating the results determined in work showed the following results:

1. Analysis and processing of the results of the final testing, as well as a comparison of these data with the results of intermediate testing, showed that during the pilot testing the students of the experimental group had an increase in auto-methodological knowledge in the field of self-organization and self-mastering foreign language vocabulary. In the control group, positive dynamics were not observed or were very weak.

2. Interpretation of the dynamics of the organization's skills and the implementation of independent work on mastering the vocabulary of the students of the experimental group that have been taught in other languages also revealed a qualitative advance to a higher level, which, on the whole, confirms the positive dynamics. This is explained, in our opinion, by the acquisition of relevant theoretical knowledge and practice in the relevant activities. The level of these skills in the control group remained almost unchanged.

Table 1

*Dynamics of knowledge and skills  
assimilation of the foreign vocabulary of students of the experimental group in the  
course of experimental work, %*

Groups Skills	EGr, %			CGr, %		
	Initial test	Intermediate test	Final test	Initial test	Intermediate test	Final test
automegodic knowledge of the basics of self-organization and independent work	24	29	34	24,6	26	30
interest and a positive attitude towards the process of self-mastery of vocabulary	42,1	55	69,3	43	47	50

Thus, in the course of the experimental work, the effectiveness of the developed training complex was confirmed using the electronic lexical glossary: the results of the final testing showed that the students of the experimental group had positive dynamics according to all the criteria chosen to evaluate the effectiveness of the training. These data allow us to talk about the goal achieved and the effectiveness

of the selection of the methodology for developing a professional foreign language thesaurus for engineering students.

The developed glossary of the lexical minimum helped students successfully master the methods of independent work and expand the foreign professional thesaurus in the oil and gas industry. We analyzed receptive types of speech activity: reading and listening as the main sources of development of the thesaurus and the leading means of independent educational activity of students of a technical college. Experimental research has shown that receptive types of speech activity - reading and listening create optimal conditions for mastering vocabulary in a professional context, allowing students to understand the various meanings of lexical units and to grasp all the connections of words in a complex. We have established that involuntary learning of vocabulary in the process of working with an electronic glossary in the process of extensive reading and listening positively affects the development of the professional thesaurus of students.

In addition, the study showed that modern computer technology, being an effective means of developing a foreign professional thesaurus, increases interest and positively influences the motivation of students to study a foreign language in a technical university.

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