

ABOUT SOME METHOD OF TEACHING VOCABULARY AT THE ADVANCED STAGE OF LEARNING

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ABSTRACT: THE DISCOVERIES OF COGNITIVE SCIENCE GIVE US THE OPPORTUNITY TO TAKE A FRESH LOOK AT THE TRADITION OF LEARNING THE VOCABULARY OF FOREIGN LANGUAGES AS WE CAN CONSIDER ALL MEANINGS OF THE WORD AS A KIND OF ACADEMIC TEXT, THE STUDY OF WHICH CAN BE ARRANGED IN THE COURSE OF LOOKING FOR INTERNAL RELATIONS OF THE WHOLE SET OF THE MEANINGS OF THE WORD. THE METHOD SUGGESTED IN THE ARTICLE CAN BE CALLED "SEMANTISATION OF THE WORD THROUGH THE DEFINITION OF A PROTOTYPICAL SITUATION"

KEY WORDS: SECOND LANGUAGE ACQUISITION, COGNITIVE SCIENCE, TEACHING VOCABULARY, TRANSLATION, WORD MEANING, SEMANTICS, PROTOTYPICAL SITUATION

DEPENDING on language teaching methods, acquisition of vocabulary of any foreign language has undergone changes from learning just individual words and their translation, as was practiced in Grammar-Translation Method (until 1870s), to learning the lexical meanings in the interlinear translation in the Lexis-Translation Method (up to the early 20th century) to mastering vocabulary of the target language in the Direct Method of teaching foreign languages. In any teaching method the text or question-answering unity as a kind of text the vocabulary serves as the main source of vocabulary.

METHODS of teaching foreign languages at the time of its formation were based on the rich experience of theological schools for the study of Latin. Practice showed that repetition of the studied material greatly helps in memorizing the material taught, and this experience was easily passed over to the methods of teaching other foreign languages.

THE era of great geographical discoveries of the 17th-19th centuries, acquaintance with the languages of the peoples of exotic countries, the emergence of the comparative method of language learning, Neogrammarian hypothesis in linguistics modified the content of the lexical part of foreign language teaching/learning: unfolding the meaning of words carried out with the help of illustrations, deriving etymological story, learning their synonyms and antonyms.

WHATEVER content of the lexical part of foreign language teaching/learning is, the formation of concepts in a foreign language never differs from the process of forming concepts in the native language. This process was described by Lev Semenovich Vygotsky as three-stage process: thinking in complexes – thinking in potential concepts – thinking in true concepts. Central to this process, according to Vygotsky, is the functional use of the words:

the very difference between the complex and the concept lies in the different functional uses of the word. The word is a sign, and as such it may be used in different ways depending on what kind of intellectual operation it is involved in. From this difference in the intellectual operations with the word springs the difference between complex thinking and conceptual thinking [Vygotskii: 139-140].

THE recent reduction of academic hours in the curriculum of non-linguistic universities up to two hours per week does not allow speaking about the full formation of the second language world view, and therefore thinking in concepts of the non-native language. In these conditions new resource-efficient techniques are required for learning the vocabulary of a foreign language.

SOME ideas of modern cognitive science give us the opportunity to take a fresh look at the tradition of learning the vocabulary of foreign languages. The advent of cognitive linguistics intentional underrating of the importance of the human factor in language that characterized language science for many previous years has led to the introduction of human being in linguistic research as the author of language elements, the 'conceptualizer' whose intellectual effort creates the "semantic universe" of the language.

MODERN medical science offers a new perspective on cognition. Neuroscientists argue that if we want to study ourselves as "conceptualizers of world", we must first understand that the processes taking place inside us are smarter than we can imagine. So if we describe how the cognitive processes are reflected in language, we should embrace our inner wisdom and realize that "language is the interface between cosmos and world" (T.V. Chernigovskaya).

IN 1970s the idea of semantic memory, distinct from episodic one was introduced by some cognitive neuroscientists and psychologists – E. Tulving, W. Kintsch etc. W. Kintsch "thinks of semantic memory as organized internal lexicon that represents a person's knowledge of language and that can serve as a basis for precessing information in a variety of memory tasks, including free recall" [Tulving: 384].

ACCORDING to Tulving semantic memory contains knowledge about concepts and registers, not the characteristics of stimuli but their cognitive referents. Semantic memory is related directly to the semantics of words necessary for language identification of the referent and indicates towards the existence of a neural basis for it, allowing us to store knowledge about the characteristics of a "fragment" of the world as a whole, let's call it "cognition", the unit of memory, consisting of all the meanings of the word that represents the "fragment" of the world along with its cognitive characteristics.

THE method I propose is reverse to the process of the formation of concepts – not from single meanings to their sum, but from the sum of meanings to "cogniton", to the whole image of the "fragment of the world".

COGNITIVE linguistics views the development of polysemous words as a cognitive act. While applying the old, familiar name to a new concept, a person realizes the way he adapts to the world – he finds and fixes in his memory the associative links between individual events, facts or phenomena. According to G. I. Kustova:

«Человек, прежде чем выбрать одно из значений слова, обращается к своему опыту, чтобы извлечь оттуда знания о данной ситуации. Мысленно он обращается не

к реально происходящей ситуации, а к её образу, модели, прототипической ситуации» [Kustova: 38].

(Man, before choosing one of the meanings of the word, refers to his own experience to draw from there knowledge about a given situation. Mentally, he refers to its image, a model, a prototypical situation, and not to a real situation).

THIS situation, or model, according to G. I. Kustova, explains how the derivative meanings of the word are linked with each other.

WE`LL make an attempt to consider the similarity of the meanings of polysemous words using the example of the English verb **charge**.

THE verb *charge* has the following meanings in ABBYY Lingvo x5 dictionary:

1) To load (a gun or other firearm) with a quantity of explosive;	1) заряжать (оружие; аккумулятор);
2) To load to capacity; fill: charge a furnace with coal.	2) нагружать; загружать (уголь в топку);
3) To pervade or fill, as with a filling or quantity;	3) заполнять, наполнять, пронизывать;
4) <i>Heraldry</i> To place a charge on (an escutcheon);	4) помещать символ на геральдическом щите;
5) To impose a duty, responsibility, or obligation on;	5) поручать, возлагать ответственность;
6) To instruct or urge authoritatively; command;	6) указывать, предписывать; приказывать, требовать;
7) <i>Law</i> To instruct (a jury) about the law, its application, and the weighing of evidence;	7) напутствовать присяжных (о суде);
8) To set or ask (a given amount) as a price;	8) назначать, запрашивать цену;
9) To make a claim of wrongdoing against; accuse or blame;	9) порицать, осуждать; обвинять; ставить в вину;
10) To rush against in an attack.	10) нападать, атаковать, набрасываться; напирать, наседать.

AT first sight, the meanings of “to load (a gun or other firearm) with a quantity of explosive” and “accuse or blame” are not connected at all, unless we consider these actions from the point of view of the resemblance of the basic cognitive act as one generally perceives these actions. What do you need to do to load the gun? You need to focus efforts on this subject and as a result to impart it what gives it new or returns to it the old properties. In the dictionary entry of the word **charge** the interpretations are bunched up on the same schematic model. Compare:

- 1) To load (a gun or other firearm) with a quantity of explosive means to insert a necessary material into it so that the gun could perform its inherent functions;
- 2) to load to capacity; fill: charge a furnace with coal means make efforts aimed at furnace to perform its functions;
- 3) to pervade or fill, as with a feeling or quality means to give the object the properties, allowing it to influence the experiencer;
- 4) to place a charge on (an escutcheon) – to put symbolic images on an escutcheon so that to distinguish the personal prowess of its owner, and thus, increase the status of the agent;
- 5) to impose a duty, responsibility, or obligation on – to perform actions on the object, forcing him to perform certain actions or discharge his obligations;
- 6) to instruct or urge authoritatively; command – to force an object to perform but more energetically, decidedly;
- 7) to instruct (a jury) about the law, its application, and the weighing of evidence – to inform the jury, in fact, to increase their competence in matters of law;

- 8) to set or ask (a given amount) as a price is in fact to change the status of things, identifying opportunities that thing can give a man, having become a commodity;
- 9) to make a claim of wrongdoing against; accuse or blame – to perform the actions aimed at changing one`s moral status or status in society;
- 10) to rush against in an attack is to detect hostile intent, to force to defend.

G. I. KUSTOVA thinks that the meaning of each word has a certain cognitive scheme. The prototypical situation and basic meaning is the source of the semantic development of the word and it realizes it in all of its meanings [Kustova: 197].

WHILE working with word meanings it is recommended to pre-analyze the first meaning of the word so that the students can realize the prototypical situation of the word meanings and could anticipate the other possible meanings of the word. The following task can be very helpful in the course of such work:

Analyze the first meaning of the word charge and fill in the gaps in the text of the entry:

Проанализируйте первые значения слова charge и заполните пропуски в тексте словарной статьи:

- | | |
|---|---|
| 1) <i>To load (a gun or other firearm) with a quantity of explosive;</i> | 1) <i>заряжать (оружие; аккумулятор);</i> |
| 2) <i>To load to capacity; fill: charge a furnace with coal.</i> | 2) <i>нагружать; загружать (уголь в топку);</i> |
| 3) <i>To ... or fill, as with a feeling or quality;</i> | 3) <i>заполнять, наполнять, ...;</i> |
| 4) <i>Heraldry To place ... on (an escutcheon);</i> | 4) <i>помещать ... на геральдическом щите</i> |
| 5) <i>To ... a duty, responsibility, or obligation on;</i> | 5) <i>..., возлагать ответственность</i> |
| 6) <i>To instruct or ... authoritatively; command;</i> | 6) <i>указывать, предписывать; ..., требовать</i> |
| 7) <i>Law To ... (a jury) about the law, its application, and the weighing of evidence;</i> | 7) <i>... присяжных (о судьбе)</i> |
| 8) <i>To ... (a given amount) as a price;</i> | 8) <i>... цену товара</i> |
| 9) <i>To make a claim of wrongdoing against; ... or blame;</i> | 9) <i>порицать, осуждать; ... ставить в вину</i> |
| 10) <i>To ... against in an attack.</i> | 10) <i>атаковать, ... , набрасываться; напирать, наседать</i> |

WHILE doing these exercises the learner goes through "empathy" into the "general idea" of the cognitive scheme of word meanings. It helps to focus the learners' attention on the whole complex of the meanings of the word; it stimulates learning and helps to understand the metaphorical usage of the word.

THE following exercise on translation of the sentences with the metaphorical usage of the studied word helps to check its proper understanding:

Отметьте фрагменты предложения, которые можно передать, используя глагол charge:

1. *Этот провод под напряжением.*
2. *Вся эта музыка проникнута трепетом.*
3. *Его поэзия дышит мощью и чувством.*
4. *Они поручили ему найти новое место для встреч.*
5. *Я требую, чтобы вы остались.*
6. *Они запросили с нас за это десять долларов.*
7. *Им предъявили обвинение в подстрекательстве.*
8. *Любая ваша ошибка будет использована против вас.*
9. *Заключённый обвиняется в попытке ограбления.*
10. *Ты бы видел, как я убежал, когда он бросился на меня!*

The benefits of using the method “semantization of the word through the definition of a prototypical situation”. A study of the entire semantic complex, which is part of the cognitive activity of an ethnic group, is in the interests of the students of any University, any cognitive orientation, as it includes in its semantic orbit values corresponding to the different fields of knowledge. The study of the whole complex of word meanings can be interesting for students of different specialties. Thus, examples with just one word **charge** unfold before us "bundles" of varied fields of knowledge which affect the interests of students of history, economics, chemistry, law, engineering.

SUCH lexical work serves as a “cognitive loop” that awakens the creativity of the student, ensures better memorizing the meaning of words, avoids instructional techniques in teaching vocabulary and allows understanding the possibilities and limitations of lexical means of the native language in teaching foreign languages.

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