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PECULIARITIES OF FORMING THE SECOND FOREIGN LANGUAGE LEXICAL COMPETENCE

Nowadays the notion of “plurilingualism” becomes more and more popular in methodology of the foreign languages studying. Plurilingualism, as it is mentioned in the Common European Framework of References for Languages, means that an individual person’s experience of language in its cultural context expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience) [4]. The languages studied intertwist and interact.

The scientists think that the contact of two foreign languages has positive effect on the person’s development. Primarily, it means that the experience of the first foreign language studying contributes to the development of receptive and productive skills during the second foreign language studying. It refers either to transferring the meaning of words, or to facilitating semantization of lexical material. The ability to draw parallels in meaning and form between two foreign languages or to notice differences between them is of great importance [2, p. 23].

As the practice of bilingual studying shows, the language acquisition of German on the basis of English at its first stage is successfully reached due to the following peculiar lexical qualities: the genetic affinity of the English and German through the Latin origin; the use of common Latin script; some common phonetic peculiarities; the existence of common layer of lexis (mostly of German origin); similarity of some grammatical phenomena that are close in structure and meaning; similar speech patterns that are studied at the first stage [3].

Most notably, students should realize difficulties of gaining the lexical competence in their second foreign language, and should have the vision of the ways to overcome them.

Lexical competence is the ability to recognize and use words in a language in the way that speakers of the language use them. Difficulties of the forming lexical competence are caused by three groups of factors.

The first group may be defined as “individual peculiarities of students”. It means that psychological peculiarities of students, the level of randomness, awareness and selectivity of perception, type of attention and memory (voluntary or involuntary), the type of thinking (visual-imaginative or abstract) play a big role in the second foreign language acquisition. The level of the second foreign language competence also depends on the level of speech development in one’s mother-tongue (especially the bulk of vocabulary). The second group is “the peculiarities of the foreign language that is studied”. The lexical items (LI) demand to be characterized according to their methodological typology: the form of the LI (sound, graphical, structural), the meaning of the LI (false synonymy), usage of the LI (its combinability, peculiarities of functioning in speech). The third group is determined by “conditions of studying”. It is explained by the absence of distinctly articulated aims of forming the second foreign language lexical competence in the language syllabus, the absence of lexical minimums for the second foreign language and unsuccessfully conducted lexical fragments of practical lessons [1, p. 219].

LITERATURE

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