

<https://doi.org/10.62837/2025.7.49>

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USING FOLKLORE IN FORMING LEXICAL COMPETENCE OF UNIVERSITY STUDENTS

SUMMARY

Currently, with the development of a communicative approach to learning a foreign language, the organization of the learning process is aimed at ensuring the possibility of productive communication, when there are different conditions of communication, different value orientations, different models of behavior, etc. Hence, the most important goal of teaching a foreign language is the formation of lexical competence, which, in fact, is realized in the ability to organize speech communication. In this regard, lexical competence itself can be understood as the ability to carry out foreign-language communication with competent structuring of the text. At the same time, lexical competence is considered the ability to solve communication problems in various spheres of life by means of a foreign language, as well as the ability to use the facts of another language and culture to achieve one's own goal of communication in conditions of direct contact with native speakers in accordance with the norms and traditions of its culture.

Key words: cognitive activity, folklore, lexical competence, teaching a foreign language, language education

It is important to rely on such knowledge, skills and abilities specific to a foreign language as: mastery of language tools, the ability to generate and recognize foreign-language information; the presence of grammatical knowledge and skills; the ability to achieve mutual understanding in a foreign-language environment based on lexical knowledge. That is why, as researcher S.G. Ter-Minasova believes, teaching English, in particular lexicology, necessarily involves the formation of lexical competence with the study of phonetics, grammar, word formation, phraseology, including the stylistic focus in language learning, and therefore the study of lexicology on a textual basis, for which the formation of this competence is based on such types of educational activities as cognitive lexical activity, reflexive lexical

activity, practical lexical activity, motivational lexical activity, etc. [Ter-Minasova, 2010]. And in this case, folklore material, as we see it, can provide effective assistance in the formation of lexical competence, i.e. the development of such speech skills and abilities as: activation of grammatical constructions; expansion and assimilation of vocabulary; improvement of pronunciation skills; stimulation of imaginative thinking; development of speech-thinking activity, etc. At the same time, it should be noted that the use of folklore samples from English-speaking countries allows not only to develop grammar or vocabulary skills, but also forms the competence of the student as a reader, maintaining in him a connection with another culture, thereby predetermining the basis for increasing self-awareness in a multicultural world [Rubinstein, 2012].

As is known, English folklore includes such genres as rhymed poems (lullabies, humorous nonsense poems, riddles, counting rhymes, tongue twisters, limericks, proverbs, sayings, etc.), fairy tales, legends, myths, ballads, traditions, customs, etc. [Meretukova, 2011]. And regarding the folklore text, here one can often see the use of archaic vocabulary, which, nevertheless, carries relevant information about the history of a given people, their traditions, holidays, and everyday life. And here, like nowhere else, metaphor, hyperbole, epithet, inversion, word play, speech cliché, etc. are used, including assonance and alliteration (consonance of vowels and consonants). In this regard, the technology of using folklore in developing students' lexical competence usually involves the following stages: the cognitive stage (aimed at mastering theoretical knowledge related to English vocabulary and enriching their active vocabulary with it; developing skills in using new linguistic phenomena and the ability to find them in English folklore); the reproductive stage (associated with developing the student's ability to understand and relate English folklore texts to their native culture, thereby enriching their socio-cultural information); the creative stage (associated with developing the ability to interpret foreign-language information from unadapted folklore texts within the framework of using new vocabulary in practice). A good help at these stages is, for example, work on cultural and research mini-projects on topics related to various English traditions and customs, as well as language culture. Common traditional themes include, in particular, the following: "Fairies in Great Britain", "Folk tales, Legends, Myths", "Nursery Rhymes, Limericks, Riddles, Proverbs and Sayings" and other themes.

It is important that in the process of developing students' lexical competence, the technique of commentary aimed at semantizing the lexical units being studied, taking into account their national and cultural component, is used. This technique usually uses the following types of commentary: single, systemic and complex. For example, when composing a single commentary, students learn to find semantic meanings of words (hillock - a little hill; espy - spy; sundown - sunset; score - a group of 20 people or things). When composing a systemic commentary, students learn to

find one generic concept that unites different meanings of words (for example, the generic concept "Holiday" unites such specific concepts as "Christmas Day", "New Year's Day", "Easter" and other holidays). As for composing a complex commentary, it is used specifically for semantizing thematic vocabulary. This technique is aimed at the active use of socio-cultural material extracted from a folklore text. Students collect various cultural information on a particular topic in order to use it as support for a report on a given topic.

The structure of a lesson using folklore in teaching a foreign language can include several stages:

- preparatory stage (aimed at removing linguistic and cultural difficulties): students are told the name of the legend and asked to guess its plot; then new vocabulary necessary for understanding this legend is introduced; vocabulary is presented before reading each excerpt;

- perception of the plot of the legend during the initial reading (this stage is aimed at developing the ability to perceive foreign-language information): before reading each excerpt, students receive an installation for the actions of the main characters; then students give their comments (positive or negative) on the presented characters;

- assessment of understanding of the main content (this stage is aimed at checking understanding of the plot of the legend): first, students answer the teacher's questions posed to him before reading, then practical work follows in such areas as: "Arrange the sentences in a logical sequence", "Choose the correct answer", "Find similarities with a domestic plot", etc.;

- development of lexical competence (this stage is aimed at developing language skills and oral speech abilities): the teacher organizes communicative speaking, for example, with the help of such tasks as: "describe the main characters", "describe the behavior of this or that character", "dramatize the dialogue between the characters", "select appropriate idioms to describe the characters", etc.

Thus, folklore as an authentic text can become the most important stage of the educational process, since its use in classes increases the effectiveness of students' cognitive activity in terms of, for example, expanding the active vocabulary and motivation to use them [Avetisova, 2008]. On this basis, according to researcher V.P. Natalin, the use of folklore in the formation of lexical competence has the following substantive aspects:

- informative aspect (related to the fact that the authentic text contains new information, which, one way or another, will enrich the student's vocabulary);

- situational aspect (related to the fact that any text contains a particular situation, which is important to present to students as an event familiar to them (this could be an anecdote, a joke, a personal letter from a famous person, etc.);

- reactive aspect (related to the fact that the content of an authentic text should evoke an emotional linguistic response in the student, which is then expressed in solving a specific educational task for the text);

- cultural aspect (related to the fact that an authentic text based on folklore, in one way or another, contributes to broadening the student's horizons, while simultaneously being a means of learning the language);

- regional aspect (related to the fact that the author of the text and the student studying it are representatives of different cultures, social stereotypes and values, which should arouse genuine interest in the student to understand the mentality of another people) [Natalin, 2009].

In this regard, according to researcher K.O. Sorokina, when filling the educational material (taking into account authentic texts) with vocabulary, it is necessary to rely on the following criteria: the use of a folklore text that is interesting to students; constant reference to phraseological units; taking into account the presence of lexical units with a national-cultural component of semantics, etc. [Sorokina, 2015].

Thus, the experience of using folklore in the formation of students' lexical competence proves that close contact of the student with authentic material in foreign language classes ensures a lasting interest in both literature and language, making him interested in finding artistic means and various stylistic linguistic nuances, thereby predetermining the motivation for further study of the language, and therefore, the development of language skills.

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UNIVERSITET TƏLƏBƏLƏRİNİN LEKSIK SƏRİŞTƏSİNİN FORMALAŞMASINDA FOLKLORDAN İSTİFADƏ XÜLASƏ

Hal-hazırda xarici dilin öyrənilməsinə kommunikativ yanaşmanın inkişafı ilə tədris prosesinin təşkili müxtəlif ünsiyyət şəraiti, fərqli dəyər yönümləri, müxtəlif davranış modelləri və s. mövcud olduqda məhsuldar ünsiyyət imkanını təmin etməyə yönəldilmişdir. Deməli, xarici dilin öyrədilməsinin ən mühüm məqsədi leksik səriştənin formalaşdırılmasıdır ki, bu da əslində nitqdə ünsiyyəti təşkil etmək bacarığını formalaşdırmaqdır. Bu baxımdan leksik səriştənin özü mətnin səriştəli quruluşu ilə xarici dildə ünsiyyət qurmaq bacarığı kimi başa düşülə bilər. Eyni zamanda, leksik səriştə xarici dil vasitəsi ilə həyatın müxtəlif sahələrində ünsiyyət problemlərini həll etmək bacarığı, habelə öz mədəniyyətinin norma və ənənələrinə uyğun olaraq doğma danışanlarla birbaşa əlaqə şəraitində öz ünsiyyət məqsədinə çatmaq üçün başqa dil və mədəniyyətin faktlarından istifadə etmək bacarığı hesab olunur.

Açar sözlər: idrak fəaliyyəti, folklor, leksik səriştə, xarici dilin tədrisi, dil təhsili

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ИСПОЛЬЗОВАНИЕ ФОЛЬКЛОР В ФОРМИРОВАНИИ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ВУЗА РЕЗЮМЕ

В настоящее время с развитием коммуникативного подхода к изучению иностранного языка организация процесса обучения направлена на обеспечение возможности продуктивного общения, когда имеют месторазные условия общения, разные ценностные ориентации, разные модели поведения и т.д.

Отсюда, важнейшей целью обучения иностранному языку становится формирование лексической компетенции, которая, собственно, и реализуется в умении организовывать речевую коммуникацию. В связи с этим, саму лексическую компетенцию можно понимать как способность осуществлять иноязычное общение при грамотном структурировании текста. При этом, лексическая компетенция считается умением решать средствами иностранного языка задачи общения в различных сферах жизни, а также умением пользоваться фактами иного языка и культуры для достижения собственной цели общения в условиях непосредственного контакта с носителями языка в соответствии с нормами и традициями его культуры.

Ключевые слова: познавательная деятельность, фольклор, лексическая компетенция, преподавание иностранного языка, языковое образование

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