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SOME ASPECTS OF THE ENGLISH LEXICS AS A FOREIGN LANGUAGE

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Abstract. The article deals with some aspects of the English lexics as a foreign language. It is noteworthy to mention that in modern times, learning at least one of the most widely accepted languages for international communication is one of the most important factors in cultural development. In this case, the person's connection with the events in the world, the degree of awareness of his responsibility for his actions and the future of civilization increases. This quality of people is of great significance and importance in connection with the need for the transition of society to sustainable development. At a time when political and economic relations between the countries of the world are expanding, the demand for learning foreign languages, mainly English, is growing. Most countries consider learning the language of the countries with which they communicate to be a factor in success. However, the English language also dominates in building these relationships.

Keywords: English, second, language, foreign, native, community, study.

НЕКОТОРЫЕ АСПЕКТЫ АНГЛИЙСКОЙ ЛЕКСИКИ КАК ИНОСТРАННОГО ЯЗЫКА

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Абстракт. В статье рассматриваются некоторые аспекты лексики английского языка как иностранного. Следует отметить, что в наше время изучение хотя бы одного из наиболее широко используемых языков для международно-го общения является одним из важнейших факторов культурного развития. В этом случае возрастает связь человека с событиями в мире, степень осознания своей ответственности за свои действия и будущее цивилизации. Это качество людей имеет огромное значение и важность в связи с необходимостью перехода общества к устойчивому развитию. В то время, когда политические и экономические связи между странами мира расширяются, потребность в изучении иностранных языков, в основном английского, растет. Большинство стран считают изучение языка стран, с которыми они общаются, фактором успеха. Однако английский язык также доминирует в построении этих отношений.

Ключевые слова: английский язык, второй язык, иностранный язык, родной язык, сообщество, обучение.

INTRODUCTION

The languages of international communication include the most widespread languages, covering all aspects of universal achievements. Thus, they reflect the achievements of mankind and serve to perform the maximum amount of social functions. For centuries, the world community has been political, economic and so on. For this reason, languages that serve the emergence of culture prevail. English can also be considered one of these languages.

It is an undeniable fact that English is the leading language in the interaction and development of the world's countries and in the process of globalization, providing communication between countries and strengthening its position in this process. English is a language that developed as a result of economic, political and cultural ties between peoples and has now gained international status. It has been closely connected with global scientific, technological, economic and cultural development, and its unparalleled influence in modern times has become a key factor in the fusion and communication of the peoples of the world.

As we have noted, the role and importance of the English language in the social, political and economic life of the world in modern times is growing. It can be said that most people in the world speak English. Some of them use language as a native language, some as a second language, and some as a foreign language. Currently, English is the working language of books, newspapers, international business, academic conferences, science, technology, sports, international competitions, and music.

From this point of view, the practical significance of this research is important for English language professionals and students, given the leading role of English in social, political and economic development is meant to be the presentation of information.

It should be noted that the study of two foreign languages for each young person provides a serious motivation to increase their competitiveness in the labor market. Teachers teach tourism, economics, technology, etc. based on students' skills in their mother tongue and first foreign language. They

must develop the ability to communicate in a second foreign language in related trainings. Some researchers, for example, I.L. Boom, A.A. Leontyev, N.B. Baryshnikov and others dealt with the transfer of languages, studied the influence of languages and cultures in the study of a second foreign language, and substantiated the special importance of the first foreign language in the study of a second foreign language [Barishkinov 2003, p.90].

In higher education institutions where foreign languages are taught, the skills necessary for students to develop speech activity, especially for combining words in a foreign language, are still undeveloped. This is more pronounced in students learning the language as a second foreign language.

It should not be forgotten that if students know the first foreign language at a high level, then they master the second foreign language better.

DISCUSSION

Lexical skills play an important role in foreign language teaching. That is why there is a great need to improve the quality of the study of lexical aspects of speech activity as there are a number of difficulties in learning vocabulary.

The development of the vocabulary is conditioned by changes in human thinking under the direct influence of intra-linguistic and extra-linguistic factors. as a result of cultural relations, he changes from one language to another and acquires the right of citizenship in that language [Amiraslanova 2005, p.289].

Since the second half of the twentieth century, due to the development of technology, science, culture and other areas of human activity in the world, the vocabulary of the English language has changed and expanded significantly. One of the main factors in the development and mutual enrichment of languages is the process of obtaining lexical units and other elements from each other and from other world languages [Alastair 1994, p.11]. This process is not one-sided, it is mutual. Language, on the one hand, provides a process of understanding between peoples on the other hand, it improves itself.

With the help of vocabulary - words, we name the things

around us, clarify concepts, and convey our thoughts. They help us to reflect real and imaginary reality. Thus, vocabulary is the main "building block" and content of our speech. We learn words not only to know them, but also to communicate using them.

The teaching of a foreign language is primarily concerned with teaching the correct understanding and use of vocabulary. Vocabulary consists of lexical units. Lexical units and words - they do not mean the same thing. All words form lexical units. However, not all lexical units represent words.

ANALYSES

Word has a form and content. Word form means its phonetic and orthographic features, structure and grammatical form. The meaning of a word is the interrelation of components such as "understanding", "value" and "meaning".

As for the teaching of vocabulary, memorizing words and phrases and presenting and mastering them in isolation, rather than within the context, is completely contrary to the requirements of the day and does not ensure the formation and development of language learners' ability to use lexical units in communication. It should also be borne in mind that today's English language learners are people who are able to use modern technology, who are demanding, who are able to set goals and use appropriate strategies to achieve their goals [Almagro 2002, p.7].

Vocabulary is the most important part of speech activity in the language system, such as listening and speaking, reading and writing. This determines the main place of vocabulary in foreign language lessons, and the formation of lexical skills is the basis of the work of every foreign language teacher. The main task of the teacher is to ensure that students fully master the intended vocabulary and strengthen the active vocabulary in their memory at all stages of learning.

Practical mastery of a foreign language, in addition to looking for ways to improve the methodology of teaching speech skills, also requires great attention to the organization of language material. A number of issues related to the organization of work on vocabulary are touched upon in the methodological literature. However, there are still problems with the formation of lexical skills for speaking activities. Often, students do not use their vocabulary properly in their speech activities, and this often results in poor speech [Arnold 1991, p.237].

There are two main stages to consider when working on vocabulary acquisition:

- 1) creation of lexical reserve for different types of speech activity,
- 2) improving lexical resources [Breen 1985, p.60].

These two stages play a key role in the acquisition of vocabulary. Vocabulary work depends on the effectiveness and purposefulness of these stages. The teacher's job is to look for more effective presentation methods according to the level of teaching, the level of knowledge of the students, and the correct choice of words needed for the speech activity.

Vocabulary teaching does not give good results in memorizing words and phrases and presenting and mastering them in isolation, not within the context. The main issue is the ability of language learners to use the acquired lexical units in the communication process. More effective teaching of vocabulary should take into account the didactic, linguistic, psychological and methodological principles that are inextricably linked [Crystal 1997, p.156].

When students are taught a second foreign language in higher education, they have already mastered the first foreign language. Simultaneous teaching of two languages to students in the educational process, the difficulties encountered in this case, can reduce students' interest in learning the language [Eco 1995, p.111]. Teachers start teaching a second foreign language from scratch and should not neglect both the mother tongue and the first foreign language.

At the initial stage of teaching a second foreign language, grammar teaching can begin without explaining the grammatical rules, i.e. using the implicit approach. Thanks

to this, it is possible to accelerate language learning and increase students' motivation to learn languages. In this case, the main focus should be on the teaching of functional phrases, such as language units used in communicative situations. At the initial stage, this will increase students' interest in a second foreign language. Often second language is new and exciting for students [Huseynzada 2009, p.220].

When it comes to teaching English as a second foreign language, there is no need to immediately refer to the mother tongue or the first foreign language as there are so many new words around us [Hutchinson and Water. 1982, p.56]. For example, little, cat, jump, clever, run, country, day, game, etc. When it comes to phonetics and pronunciation, some problems may arise. Because in the first foreign language, for example, in French, there are no strict rules for the phonetic pronunciation and transcription of words compared to English. There are also some exceptions to the pronunciation in English that the teacher must explain to the students. This situation creates certain difficulties in learning English as a second language. For example, students are unfamiliar with the "open syllable" and "closed syllable" in a language that can make it difficult to understand the pronunciation of English. Or, in English, the relation for living beings is the girls tie, and for the inanimate, another means is used, along with the word possession: *of phrase; the corner of something* and so on [Hymes 1996, p.57].

It should be noted that one of the main features of the English language is that it is mixed. Many linguists believe that the influence of foreign languages, especially French, is one of the most important factors in the history of English. To understand the nature and history of English lexicon, it is important to study the etymology of the lexical layer, the historical reasons for the change in language, the extent and role of this change, and the comparison of real and derived words to enrich the vocabulary of English [Ismailova 2011, p.119].

Speaking of the real vocabulary, linguists note that all words of Anglo-Saxon origin belong to the group of words with semantic meaning. They are mainly auxiliary verbs and modal verbs (*shall, will, should, would, must, can, may, etc.*), pronouns (*I, you, he, my, your, his, who, whose*) etc.), numbers (*one, two, three, four, etc.*) and conjunctions (*and, but, till, as, etc.*). Conventional words of Anglo-Saxon origin are related to body parts (*head, hand, arm, back, etc.*), family members and close relatives (*father, mother, brother, son, wife*), natural phenomena and planets (*snow, rain, wind, frost, sun, moon, star, etc.*), animals (*horse, cow, sheep, cat*), and those related to general actions (*do, make, go, come, see, hear, eat, etc.*) [Johns and Davies 1983, p.10].

The English dictionary, which is widely used in the world, contains a large number of borrowed words from the world's languages. This is explained by the history of the language, which is closely linked with the history of the people. The English dictionary has been under the influence of French for more than 200 years. French from the Norman dialect has influenced all walks of life. The following are examples:

-Administrative vocabulary: *dövlət, hökumət, parlament, məclis, güc;*

- Court terms: *məhkəmə, hakim, ədalət, cinayət, həbsxana;*

-Military terms: *ordu, müharibə, əsgər, zabit, döyüş, düşmən;*

- Terms in the field of education: *şagird, dərs, kitabxana, elm, qələm, qələm* and so on.

The French language also influenced the suffixes of the English language: *-ance, -ewe, -ment, -ess, ous, etc.*

Derived words come into the language both orally and in writing. Derived words that enter the language in writing enter the language on a long-term basis, following the spelling rules [Veysalli 2008, p.422].

Our purpose in reminding them is that if English is taught to students as a second foreign language, it is important to learn what language the first foreign language is. Because it plays a key role in the selection of language material for

teaching.

When learning any foreign language, students are faced with new rules of lexicon, morphology, syntax, alphabet, spelling. Also, the study of a foreign language is not limited to the rules of the language and speech skills, but also to the culture of the people learning the language, the realities of the language. There are a number of features based on the rules of each language. For example, in English, as in French, there is an article-part of speech that characterizes the name. In both languages, the article expresses certainty and uncertainty. In French, the article also indicates the gender of the noun, countable and uncountable objects.

In French there is only a male and female gender category, but in English the gender category exists by gender, not grammar. There are words in English that only refer to women, for example, *she – o, actress – aktrisa, girl – qız, etc.*, there are words that refer only to the masculine gender, for example, *he - o (male), actor – aktyor, boy – oğlan, etc.*

There are 26 Latin letters in both English and French. However, in French there are some letters that affect the pronunciation of the word, which are marked, for example, *é, è, ê, ç*. In French, the stress falls only on the last syllable, and the stress can be confused in the middle of the word. Also, the reading of letters or letter combinations varies depending on their word placement.

There are four types of readings in English: ashug syllable, closed syllable, vowel sound + letter “r”, vowel sound + letter “r” + vowel sound. An open syllable is a syllable ending in a vowel, even if it is not pronounced. At the root of the word, the pronunciation of the vowel coincides with the name of the letter according to the alphabet: *nise, name, cope*. Closed syllables end in a consonant: *cut, yes, run*. Vowel sound + The letter “r” is the type that affects the extension of the vowel at the root of the word: *her, word, bird, turn, born*. In the fourth type of reading - vowel + the letter “r” + the letter “r” is not read in the vowel type: *more, fire, sure, pure*.

One of the most important syntactic features of French and English is the direct word order in the sentence. When we say a direct word order in a sentence, it comes first in the clause, then in the message, then in the suffixes and secondary members. In conversation, however, this rule can often be violated.

All these features have both positive and negative effects on the acquisition of vocabulary in English as a second language. Thus, each language learner or student compares both foreign languages in a comparative analysis.

One of the main issues in teaching English vocabulary is “what to teach” to students. By learning a foreign language, students acquire certain skills and habits. That is, in addition to learning English, they also acquire the skills of listening, speaking, reading, and writing. There are different teaching features for each skill. For example, in the early stages of teaching, students need to understand oral speech in order to listen. Oral speech should be built on pre-learned words. In the later stages, students must be able to guess the words in the language, that is, oral speech should be composed not only of pre-learned vocabulary, but also of unfamiliar vocabulary.

When we say “what to teach” to students, we mean the language material that is initially presented on any topic. For example, students first learn about the events that surround them in their daily lives - the university they study at, the city or district where they live, their favorite sport, and so on. can discuss. In the following lessons, you will learn about the country to which the language they are learning belongs - in our example, the history, geography, culture, literature, etc. of the United Kingdom. can discuss about. As students expand their vocabulary and grammar knowledge, topics for speaking and reading should become increasingly complex.

Then, depending on the purpose and task of teaching, it is necessary to try to master the linguistic material covering grammar, vocabulary, phonetics. One of the main problems is the selection of language material that covers the language

and grammatical minimums that students need to master. Thus, the typological features of the selected language material according to the degree of difficulty should be taken into account.

CONCLUSION

During the listening, students must remember the sequence of sounds. But not all students have this ability. Therefore, the teacher should help them to make this work easier and more interesting. Some factors need to be considered to develop students’ listening skills:

- correct choice of linguistic material for listening;
- the content of the material submitted for direct coverage;
- The terms of the presentation should be explained to students.

Comprehension of the content is possible using material already mastered by students. Students also need experience to understand the language they are learning and to overcome phonetic, lexical, and grammatical difficulties.

Phonetic difficulties usually occur when mastering English as a mother tongue, first foreign language and second foreign language, because each of these languages has its own sound system and they differ from each other. Therefore, if a teacher reads or speaks to any text, he can use gestures to help students understand the content. Students listen to the text once. The teacher then checks to see if they understand. If they do not understand, repeat the text. Depending on the individual characteristics, abilities and other factors of the students, each student can understand the text in his / her field of knowledge. In any case, the teacher can ask different questions to check whether they understand the text. In short, in foreign language classes, great attention should be paid to work on vocabulary.

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