



THE ROLE OF COMPARED WORDS IN VOCABULARY ENRICHMENT

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Annotation

This article discusses the enrichment of the vocabulary of philology students as an important stage in the process of forming the communicative competencies of a future teacher.

Keywords: word, vocabulary, vocabulary, communicative competence.

English is the language of modernity. At present, it has acquired the status of the language of international communication. It is used in many areas of public and scientific life. Replenishment of the vocabulary of the language plays an important role in the development of the language and its enrichment. Knowledge of lexical units, English borrowings helps to make the communication process comfortable and successful. The vocabulary of the language, its lexico-semantic system are in a state of constant change, and there are much more new words and new meanings of words than words and their meanings fall out of use. The constant enrichment of the vocabulary of the language, its lexical-semantic system is one of the laws of the historical development of the language as a social phenomenon.

There are three main ways to replenish vocabulary language - its words and meanings:

1. Semantic way;
2. Borrowing;
3. Morphological word formation.

A rich vocabulary in any language indicates the level of intellectual development of a person. People with a rich vocabulary are considered smart, creative, more successful. Indeed, people with a rich vocabulary get a job faster, move up the career ladder more easily and successfully, and this can be fully attributed both to competence in this area in relation to their native language and to the foreign language being studied.

To enrich vocabulary, you need to overcome 4 main obstacles in the process of learning new words:

1. Job size. The number of words to be learned is enormous. Therefore, it is not possible for everyone to learn 100 words at a time and it is very difficult. Therefore, you should present a little, but every day memorize 4-5 words (more is acceptable).
2. The difference between spoken and written English. The words of written English (especially the literary language that students encounter in textbooks and in other books





of the school curriculum) differ markedly from spoken English, not to mention spoken language. Students who study English as a foreign language, as well as those for whom English is their native language, rarely use the literary language in everyday life.

3. Limited information provided in sources providing information about words. Dictionaries do not always provide useful information about a word. A good dictionary should not only give a translation of a word, give several meanings of the translation, but also show by example how to use a particular word correctly. Unfortunately, not all dictionaries provide clear and accurate information, and therefore English learners find them uninformative and deceptive. If the student uses a bilingual dictionary, it will be easier for him to understand the meaning of the translation, since such dictionaries offer many translation options, but it is harder to remember all the meanings of this word. And if a bilingual (bilingual) dictionary offers only one translation option, then the probability of a correct translation, understanding of a task, a sentence is very small, which can serve as a negative motivation in learning a foreign language in general and in mastering vocabulary in particular. In our opinion, the use of an explanatory dictionary is the best alternative for a student with an advanced level of English proficiency.

4. Difficulties in using words. Knowing a word means not only knowing the translation of a word or memorizing dictionary definitions. Even if the student knows the translation and definition of the word, this still does not mean anything, since many teachers have encountered such a problem: the student knows the translation of the word, but cannot understand the essence of the sentence. Also, this does not give any guarantee that he will be able to independently use these words when doing written work or in oral speech.

Assimilation of borrowed words is their adaptation in phonetic, grammatical, Assemantic and graphic terms in the system of the host language.

The degree of assimilation can be very different depending on how long ago the borrowing took place, whether it happened orally or through a book, how common the word is, etc.

Grammatical and stylistic borrowings are used in speech in the same way as native English words. Verbs are included in the system of standard English verbs, receiving a dental suffix in the past tense and in the past participle: associated , exaggerated, accumulated, liberated, radiated, ventilated, acted, corrected, confused, interfered, disturbed, conduct, etc.

Nouns receive the standard endings in the plural: eggs, gates, laws, knives, roots, sales, skins, snares, wings.





In modern English, only a few borrowed nouns have retained the plural inflection they had in the language they came from. These partially assimilated nouns are perceived in speech as foreign words and refer to the book style of speech: agenda - items on the agenda of the meeting; desiderata - wishes (for example , an order for literature); data - data; magi - magicians; radii - radii; criteria - criteria; crises - crises, theses - theses, dissertation.

The preservation of these morphemes alien to English is probably due to the fact that people who used such bookish words had a classical education and these inflections were familiar to them.

Some nouns have two plural forms: native and English - formulas - formulae, indexes - indices, geniuses - genii. The degree of phonetic assimilation can also be different. If the English language already had all the sounds that make up the borrowed word, then it is reproduced quite accurately; if there were any sounds alien to the English language, each of them was replaced by the closest sound of the English language. After the complete phonetic assimilation of a word in a language, all its constituent sounds undergo the same historical changes as the corresponding sounds in the native words.

Thus, we see that borrowings are an important source of replenishment of the vocabulary of the language. Foreign borrowings enrich it, help the development of word formation. Despite the large influx of foreign words, the English language subordinated them to the laws of not only the sound and grammatical structure, but also its lexical system. All the most common conjunctions, prepositions, adverbs, semantic and modal verbs, pronouns and numerals are native English words. Therefore, the English language has not lost its originality; the proposed hypothesis has been proven.

Foreign borrowings were assimilated, adopted by the English language and became its integral part. They reflect the connection between the language and history of different peoples and international relations. It is thanks to borrowings that English has become so developed and widespread, has become a language of international scope and use.

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