

# PRINCIPLES FOR THE FORMATION OF LEXICAL COMPETENCE IN THE TEACHING OF INDUSTRIAL TERMS OF THE ENGLISH LANGUAGE

**(On the example of ICT terms)**

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## **Abstract**

This article explores the fundamental principles for developing lexical competence in teaching industrial English terminology, with a particular focus on Information and Communication Technology (ICT) terms. It emphasizes the importance of contextualized learning, thematic grouping, integration of language skills, use of authentic materials, active practice, multimodal support, repetition, and understanding of word formation. The study addresses challenges faced by learners and educators in mastering specialized vocabulary in a rapidly evolving technical field. The proposed principles aim to enhance learners' ability to effectively comprehend and use ICT terms, thereby improving their professional communication in the global industrial environment.

**Keywords:** Lexical competence, industrial English, ICT terminology, vocabulary teaching, technical English, contextual learning, specialized vocabulary, language skills integration.

## **Introduction**

In today's globalized world, English has become the lingua franca of science, technology, and industry. Particularly in the field of Information and Communication Technologies (ICT), English terminology dominates professional communication. Therefore, the formation of lexical competence—the ability to understand, recognize, and appropriately use specialized industrial terms—is crucial for learners of English in technical fields. This article discusses the key principles for effectively developing lexical competence in teaching industrial English terms, with a focus on ICT terminology.

Lexical competence refers to the mastery of vocabulary, including specialized terms relevant to a specific field. In the context of ICT, it means knowing and correctly using terms such as "protocol," "encryption," "bandwidth," "firewall," and "algorithm." Without this competence, learners cannot fully engage with technical documentation, communication, or problem-solving tasks.

Lexical minimum selection, being one of the components of the overall process of course content selection, is one of the compulsory steps in program design (along with defining real needs of community and personality, formulating the aims of a course, creating a structural model of a course, developing the content and forms of control). Along with it, the lexical competence is an integral part of foreign language communicative competence because lexical skills provide functioning of such types of language skills as writing, speaking, reading, listening and translation. It explains the relevance of this article's topic: the lexical minimum makes up the base for exercises used to form lexical skills in reading, speaking, listening, writing and translating. Its absence makes it much more difficult for a teacher to fulfill an adequate control and evaluation of the level of formation of the foreign language competence. As soon as selection of lexical material must be done in accordance with a lot of factors (program requirements, terms of study, language level) and definite principles and procedures, there is a need to make an algorithm of possible actions to select lexical units.

The present is marked by the processes of integration and rapprochement of States, languages, nations and cultures. In these conditions, the prestige of learning a foreign language increases. Pedagogical language universities direct their efforts to train a competent teacher of a foreign language who is able to effectively build the educational process in the subject. Students' readiness for real professional foreign language communication is an important area of language education in higher education, which, on the one hand, is socially significant, and on the other hand, methodically justified. A special place in the system of professional training of a foreign language teacher is occupied by professional lexical competence, which we understand as "a professionally significant integrative quality of a linguistic personality, an integral part of professional competence, the linguistic basis of foreign language communicative competence, formed on the basis of theoretical knowledge, practical skills, the formed ability and willingness to use the vocabulary of the studied foreign language in the process of performing pedagogical activity".

## Principles for Teaching ICT Terminology

1. **Contextualization.** Industrial terms should be taught within the real-world context in which they are used. For example, instead of teaching the word "server" in isolation, it should be introduced in sentences or scenarios describing network architecture, client-server interaction, or data management.
2. **Thematic Grouping.** Terms should be grouped thematically to help learners see relationships and common features. For ICT, this might include categories such as hardware components, software development, cybersecurity, or data transmission.
3. **Integration of Skills.** Lexical competence develops best when vocabulary learning is integrated with other language skills: reading technical texts, listening to lectures or discussions, writing reports, and speaking in professional settings.
4. **Use of Authentic Materials.** Texts and resources from real ICT sources—such as manuals, websites, technical articles, and videos—enhance learners' familiarity with actual usage, style, and collocations of industrial terms.
5. **Active Use and Practice.** Learners should be encouraged to actively use new terminology through exercises, discussions, role-plays, and project work. Passive recognition is not enough; active production solidifies lexical competence.
6. **Multimodal Support.** Incorporating visuals, diagrams, charts, and multimedia helps learners associate terms with images or processes, facilitating deeper understanding, especially for complex concepts.
7. **Repetition and Recycling.** Revisiting terms over time in different contexts ensures retention and prevents forgetting. Spaced repetition techniques can be applied effectively in vocabulary teaching.
8. **Focus on Word Formation and Derivatives.** Understanding prefixes, suffixes, and root words aids in deducing meanings of new terms and expanding vocabulary. For example, knowing "encrypt" helps understand "encryption" and "decrypt."

In the theory and methodology of foreign language education, the main conditions of the process of teaching foreign language professionally oriented vocabulary have been identified: highlighting the lexical features of the material intended for study in the process of preparing for classes, focusing students' attention on the methodological and didactic aspects of the lesson; the presence of a professionally-oriented system of student activities in the classroom (for

example, self-preparation and conducting student fragments of classes their comprehensive analysis, identification of errors and search for their possible causes; students themselves develop test options, questions on the topic being studied and discuss them; create visual aids on the topic being studied and present them). It is especially important to increase the level of motivation of students. For this purpose, professionally oriented literature is used in classes, in particular, in home reading, where the importance of the teacher's work is emphasized. We understood that the listed components of activating the professional and pedagogical orientation of education should be applied not sporadically, but purposefully and systematically within the framework of the entire variety of classes at the university. We paid special attention to the selection of lexical terms. When developing the basic principles underlying the experimental program for the formation of professional lexical competence of a future foreign language teacher, we proceeded from the idea of "understanding culture as a set of texts", while language is considered as a means by which certain values are established and consolidated in culture.

Some common difficulties include the rapid evolution of ICT terminology, learners' varying technical backgrounds, and interference from their native language. Teachers need to stay updated with industry trends and tailor lessons to learners' needs.

In thematic situations, the information obtained from the text required clarification, deepening, and specification. Moreover, the teacher created a contradiction between the available information and the communicative task assigned to the students. It was necessary to include creative thinking, attract background knowledge, be active and take an unusual approach. Situations of the third type were realized at a high level of complexity and required maximum concentration and effort on the part of students, the ability to react quickly to changing circumstances, flexibility of thinking, the ability of anticipation and the mechanism of guessing. Such situations are created by the teacher by varying/modifying the plot of the studied work itself, its key points, and changing the consequences of the actions of the main/secondary characters. Moreover, such situations allow the student to express his point of view in a reasoned manner, using from the entire arsenal of professionally conditioned vocabulary precisely those units that most accurately reflect his position; they also contribute to the professional development of the individual, putting the future teacher in front of

the need for moral / ethical / personal choice in the context of pedagogical interaction. As our personal experience has shown, such situations teach us to think in language, stimulating creative professional imagination, which ultimately develops the professional competence of a future foreign language teacher. Summarizing the results obtained in the study allows us to formulate the following conclusions.

1. The professional lexical competence of a future foreign language teacher as a significant integrative quality of a linguistic personality can be formed in the process of working with professionally relevant texts on home reading at a specialized pedagogical university.
2. The author's technology of forming the professional lexical competence of a future foreign language teacher creates optimal conditions for the student's self-realization in foreign language teaching activities.
3. The developed model of formation of professional lexical competence of the future teacher of a foreign language allows to ensure the maximum possible transition from educational activity to professional activity.

Competence is characterised by the possibility (the ability, willingness) to apply knowledge and skills in real life, showing the best personal qualities.

Socio-cultural competence is a complex phenomenon. It includes the following components:

- Linguistic-cultural – knowledge of lexical items with the socio-cultural semantics (e.g., greeting, forms of address, and farewell, in oral and written speech);
- Sociolinguistic – knowledge of the language features of social classes, different generations, genders, social groups;
- Cultural component – knowledge of cultural peculiarities of English-speaking countries, their habits, traditions, standards of behaviour, etiquette and the ability to understand and use them appropriately in the communication process, while remaining a carrier of another culture.

The development of foreign language lexical competence involves three key stages:

1. Familiarization with new lexical units: This stage focuses on introducing new vocabulary, explaining its meanings, and ensuring its initial acquisition by students.

2. Receptive and reproductive training: The goal here is to help students learn the form and meaning of new words, as well as practice their use at the phrase level.

3. Communicative practice: This stage aims to provide opportunities for students to use newly learned vocabulary in various types of speech activities, fostering their practical application in communication

All the complexity of studying a foreign language from the point of view of psychology is that the attention of the trainee is distributed simultaneously to multiple objects: the definition of the content of statements, selection and fixation of linguistic resources, establishing and keeping in mind a logical sequence of statements, its implementation in the external plan (speaking). During training, the teacher should help the student to organise his/her thoughts, clarify the solution to the problem of communication, find ways for its implementation and create the conditions of natural communication in the target language if that language is not an end in itself but a means of communication. Material for communication should not require specialised knowledge, but must arouse interest, inducing the expression of one's own opinion and assessment.

In conclusion, the theoretical preconditions for forming foreign lexical competence in primary school learners through intersubject links emphasize the interconnected nature of knowledge, the developmental needs of learners, and the role of intersubject methods in fostering deeper understanding and practical application of language skills.

Forming strong lexical competence in industrial English terms, especially in ICT, requires a systematic, contextualized, and learner-centered approach. Applying the principles outlined above can greatly enhance students' ability to comprehend and use specialized vocabulary, preparing them for successful professional communication in the global industrial landscape.

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