LEXICOLOGICAL COMPETENCE: COMPARATIVE ANALYSIS

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Abstract: The article deals with the problem of lexicological competence in the context of the comparative analysis of the teaching of Ukrainian and English languages. The aim of the study is to substantiate theoretically the linguistic bases of lexicological competence; to elucidate the peculiarities of the study of lexicology by future teachers of the Ukrainian and English languages, to develop their own methodical system on the basis of the data of the observational experiment and to check its efficiency. The purpose of the experimental training held by the authors of the research was to test the hypothesis that the effectiveness of the formation of the lexical competence of the future teachers of Ukrainian and English depends on ensuring the integrity and systemic nature of the learning process based on the developed didactic provisions and conditions containing purpose, objectives, organizational forms, technological support, the productive component, as well as the presence of value-motivational attitude to mastering linguistic theory; phasing and continuity of training during training in an institution of higher education; universality of implemented learning technologies; creating conditions for self-development and self-realization. The study convinces us that a special requirement for modern teachers of the Ukrainian and English languages is the orientation in the array of the linguistic science, the perfect mastery of theoretical material from all levels of the language system; the ability to practically apply the acquired knowledge, conducting research activities. A high-quality specialist is distinguished by the philological type of thinking, the development of external and internal motives for learning, professional skills and abilities, linguodidactic creativity.

Keywords: lexicological competence, lexical-semantic field, theoretical and terminological criterion, practical and operational criterion; cognitively directed criterion; innovation and technological criterion.

1 Introduction

The strategic task of modern higher education institutions in terms of modernization of professional training of students of philology and its direction to integrate into the European and world educational space is the formation of linguistic competence of future teachers of the Ukrainian and English language. Modern society needs an educated, and creative educators who have deep knowledge, have developed professional skills, acquire and generate their own ideas, offering ways to implement them in the practice of schools, are able to continuous professional growth and mobility, i.e. are highly competitive and in demand in the labor market. The main aspirations to the innovative level of education put forward new requirements, which are set out in the laws of Ukraine "On Education", "On Higher Education", the National Doctrine of Education of Ukraine in the XXI century, the National Strategy for Education in Ukraine for 2010–2021, the State National Program "Education" ("Ukraine of the XXI century"), the State Program "Teacher", the All-European Recommendations on language education, the State Standard of Higher Education. According to their provisions, future teachers of the Ukrainian and English languages should be guided in linguistic theory, taking into account the latest achievements of linguistics, opening promising areas for the realization of their own creative potential, know the philosophy of the word; have a high level of speech culture, characterized by a philological style of thinking, a broad linguistic worldview, language abilities; strive for self-improvement and creative self-realization, mobility in the application of acquired knowledge; operate with the latest technologies in the process of teaching the Ukrainian and English language; to conduct active research, raising their own professional level, i.e. to be fully realized as a highly educated specialists. Therefore, in our opinion, the theoretical substantiation and methodical development of ways of formation of lexicological competence of future teachers of Ukrainian and English are relevant.

2 Methods

The methods of the research are the following:

- *theoretical* – the study, analysis and synthesis of linguistic, pedagogical and linguodidactical sources on the researched problem; the methods of comparative analysis, synthesis, abstraction, generalization, classification and systematization, forecasting, design to clarify the state of research and development of the problem, definition of fundamental concepts, theoretical and methodological principles of intelligence, which became the basis of the methodological system of lexical subcompetence of future teachers of the Ukrainian and English languages;

- *empirical* – conversations with students and teachers; questionnaires and testing; observation of the educational process, the analysis of curricula and work plans and programs, educational and methodological complexes to clarify the need for experimental research and to create a methodological system for the formation of lexical subcompetence of future teachers of Ukrainian and English; a pedagogical experiment (ascertaining and forming stages) for testing and checking of efficiency of the offered methodical system;

- *statistical* – the analysis of experimental data, their comparative characteristics; determining the level of lexical subcompetence of future teachers of Ukrainian and English.

The aim of the article is to substantiate theoretically the linguistic bases of lexicological competence; to elucidate the peculiarities of the study of lexicology by future teachers of the Ukrainian and English languages, to develop their own methodical system on the basis of the data of the observational experiment and to check its efficiency.

Lexicological competence (hereinafter LC) is the level of mastery of lexical means of speech in accordance with the situation of speech, deep understanding of word semantics, conscious enrichment of vocabulary and the ability to apply knowledge in practice according to the communication situation.

It should be noted that one of the important methods of educational problems is the learning vocabulary problem. Mastering vocabulary is a specific process, as some expressions and words are memorized better but for getting the others it is necessary to do special exercises which are aimed at improving the process of memorising. Students' practice of mastering new words is realized with the help of exercises, directed on formation of lexical productive skill and its improvement. All exercises in connection with its structure can be divided into two categories: exercises focusing on memorizing the words, their semantics in unity with phonetic and grammatical form, which results in the selection of words from long-term memory, and exercises the purpose of which is to strengthen the syntagmatic and paradigmatic relations of lexical units. As the word (its form and meaning) is absorbed through situational relatedness and the need for expressing thoughts and feelings, initial training in the use of new vocabulary after the presentation is done in conditional-speech exercises (exercises in imitation, substitution, transformation, reproduction), performed in conditions of a specially organized interaction.

3 Literature Review

The basis for the formation of LC is to clarify the word as a central concept of vocabulary, which is constantly at the center of linguistic studies. Scholars consider it as the smallest independent unit of a language, a separate formative semantic unit of a language, "which is compared with the known and isolated separate element of reality (an object, a phenomenon, a sign, a process, a relationship, etc.) and the main function of which is the designation, a symbolic representation - its naming

or its expression»; a structure, which "consists of units of hierarchical levels of language…, its semantics depends on the system of grammatical categories of a language, in the coordinates of which it is having a complete morphological structure". Crystal D., a British philologist, author and publisher of books on English linguistics, always focuses on the word as the central unit of the language, fixing the whole spectrum of meanings that have arisen over the millennia of English history. V. Adams considers that "to understand a word, it is not necessary to be aware of how it is constructed or of whether it is simple or complex, that is, whether or not it can be broken down into two or more constituents. We are able to use a word which is new to us when we find out what object or concepts it denotes". J. Aitchison points out that "…words are not just stacked higgledy-piggledy in our minds, like leaves on an autumn bonfire. Instead, they are organized into an intricate, interlocking system whose underlying principles can be discovered". Thus, the word is specifically embodied in the sound complexes of a particular language, taking its place after the morpheme.

Linguistic substantiation of work with the word as one of the basic units of language is found in the researches of the following linguists (I. Bilodid, O. Bondar, V. Vinogradov, A. Grishchenko, L. Matsko, M. Mykytyn-Druzhenets, M. Pliushch, O. Selivanova, Yu. Karpenko, Th. Hobbes, H. Sweet, E. Sapir, E. Meillet, M. Asydney, I. Arnold, Peter Rolf Lutzeier (German Lexicologist), Damasco Alonso (Spanish literary critic and lexicologist), Ronald Barthes (French writer, critic and lexicologist), L. Bauer, J. H. Friend, J. Green, J. A. M. Murray, S. Nielsen, K. M. Murray, who pay considerable attention to the disclosure of systemic relations in vocabulary, considering the word as a subject of the study in relations with other words.

The analysis of scientific sources shows that important and common features of the word are its distinguishability as a minimal independent unit of language and reproducibility, which distinguish it from other linguistic units. Linguists point out that "the independent feature distinguishes a word from a morpheme and a phoneme that do not appear outside the word. Unlike phrases and sentences, the word is characterized by such a feature as reproducibility. If a phrase and a sentence are rebuilt, the word is not re-created in the process of speech, but is reproduced as it is used in other phrases and sentences, i. e. as it generally appears in the language at a certain synchronous level of its development". A. Gryshchenko expresses the opinion about the two-sided essence of a word, which "unlike a morpheme, acts in the structure of language as the minimum unit that is able to express meaning independently, freely reproduced in speech (oral, written), acting as a structural unit within a sentence at the syntactic level". The intelligence of Yu. Karpenko deserves attention, who singles out the features of the word: independence, because it changes its place in the sentence, it is easy to reproduce; formal integrity, which consists in phonetic and grammatical design, impenetrability of the word; idiomaticity determines the arbitrariness of the connection of sound with meaning. E. Sapir takes into consideration the syntactic and semantic aspects when he calls the word "one of the smallest, completely satisfying bits of isolated "meaning" into which the sentence resolves itself. E. Sapir also points out one more, very important characteristic of the word, its indivisibility: "It cannot be cut into without a disturbance of meaning, one or the other or both of the severed parts remaining as a helpless waif on our hands". The essence of indivisibility will be clear from a comparison of the article "a" and the prefix "-a" in "a lion" and "alive". "A lion" is a word-group because we can separate its elements and insert other words between them: "a living lion", "a dead lion". "Alive" is a word: it is individual, i.e. structurally impermeable: nothing can be inserted between its elements. The morpheme "a" is not free, is not a word. Such facts convince the student that language units are closely related to the word, because the process of sounds realization takes place in the word, affixes function within it, and the construction of phrases and sentences is through words.

The main function of the word is nominative, which is to choose from several features the most accurate, which corresponds to certain historical conditions of origin. In linguistics, there are two types of names: primary and secondary. Primary nominations can be absolutely primary and relatively primary. The first group combines words that are non-derivative and specially created for a specific case (terms). The second group is words that have a semantic nature, and its "basis is the establishment in the minds of the speaker of certain relations between the already fixed in the nominative structure of language element of reality and what is just fixed", transferring the name of the known reality to the newly known. Secondary nominations give names to objects by transferring them from another object. In the process of language development, words can form nominative-deductive meanings of words that are directly related to the primary name, because "their emergence on the basis of an existing word to denote a new concept is not accidental, but always to some extent motivated". Such nominative transformations of the word provide a process of more complete reproduction of reality by means of language.

Pointing to a certain reality, a word is a sign that is represented as a two-sided unit, where the outer side is the sound form, and the inner is the meaning of the word. O. Ponomariv emphasizes that "without the outer shell the word cannot be heard, without internal filling it will be incomprehensible". Thomas Hobbes (1588–1679), one of the greatest English philosophers, revealed a materialistic approach to the problem of nomination when he wrote that words are not mere sounds but names of matter, and, hence, the word is a synthesis of the unity of form and content, which is an arbitrary connection.

The meaning of the word, according to O. Bondar's research, is formulated on certain principles, to which belong the following: *graphic* – a sequence of written signs; *phonetic* – a set of syllables, united by stress; *structural* – sound sequence; *morphological* – a carrier of morphological significance; *syntactic* – the potential minimum of the sentence; *semantic* – the notation of the concept; *psycholinguistic* – a language unit, preserved and reproduced by man. E. Sapir points out that the word "house" is not a linguistic fact if by it is meant merely the acoustic effect produced on the ear by its constituent consonants and vowels, pronounced in a certain order; nor the motor processes and tactile feelings which make up the articulation of the word; nor the visual perception on the part of the hearer of this articulation; nor the visual perception of the word "house" on the written or printed page; nor the motor processes and tactile feelings which enter into the writing of the word; nor the memory of any or all of these experiences. It is only when these, and possibly still other, associated experiences are automatically associated with the image of a house that they begin to take on the nature of a symbol, a word, an element of language. L. Bloomfield defines a word syntactically as "a minimum free form (forms which occur in the sentences)". Being a linguistic reality, the word names everything that surrounds a person: from specific objects to the phenomena of social life; it informs and helps to organize the process of communication, as well as allows everyone to express his or her feelings.

The scientists also identify approaches to understanding the meaning of the word: *analytical*, or *referential* – the relationship between the word, concepts and elements of reality, expressed in a sound form (a lexical meaning of the word, lexical semantics); *functional*, limited to the scope of language, explores the meaning of a word in a sentence, compatibility with other words, i.e. functioning in context; the *operating* approach clarifies the meaning of the word as a means of communication; an *activity-anthropocentric* approach represents the word as a transformed form of human activity, establishing a close relationship between the word and the conceptual sphere of man. Approaches interact, complement each other, convincing that a word is a combination of phonetic, semantic and grammatical features that are unique to native speakers and depend on their perception of the real world.

Not all words mean concepts (auxiliary parts of speech, exclamations, sound imitations, as well as to some extent numerals, pronouns and proper names), but all words, representing the realities of the world, have a meaning in which they are divided into three groups: full-meaning words (independent) words, auxiliary words and exclamations, and onomatopoetical words. On this basis, the concept of "semantic field of the word" is "a paradigmatic union of lexical units of a certain part of speech by the commonality of the integral component of meaning (archiseme)", with which students get acquainted for the first time. Words that belong to the same semantic field and are united by semantic-structural features are an internally indivisible part of the dictionary.

The characteristics of the lexical-semantic field.

The lexical-semantic field (LSF) is characterized by certain features to which belong the following: *presence*: the word is understood only in the system of other words of the studied LSF; *continuity*: interconnectedness of all words of LSF; *integrity*: words comprehensively depict the linguistic picture of the world of a particular community; *historicity*: the boundaries of LSF, having a historical character, are constantly changing.

Students are convinced that the distribution of words in the LSF, where each unit occupies a corresponding place in the field based on the similarity of content or association, is one of the systematic language manifestations. The units of one LSF outline the substantive, conceptual, or functional similarity of the denoted phenomena, and there is a close relationship between the different LSFs.

The elementary semantic field (microfield) is a lexical-semantic group (hereinafter LSF)– "a group of words of one part of speech, united by one word-identifier or a stable phrase, the meaning of which is fully included in the meaning of other group words and which can replace other words in some contexts". Within LSG, scholars identify the smallest paradigmatic sets of tokens, which are based on the relationship of hyponymy, partitivity, equonymy, synonymy, antonymy and conversion.

The real meaning of the word represents its lexical meaning– "a subject-material meaning, designed according to the laws of grammar of a language, which is an element of the general semantic system of the dictionary of this language", which is realized in the context of a free phrase with other words and appears as a linguistic reflection of the object. The lexical meaning of the word is due to extralinguistic and purely linguistic factors. Extralanguages are the subject-conceptual correlation of a word with objective reality and its emotionally expressive coloring, and purely linguistic factors determine the dependence of the lexical meaning of a word on its place in the stylistic system of language, ability to combine with a certain range of words and form word-forming connections. In the structure of the lexical meaning of a word, endowed with semantics, pragmatics, syntax, O. Gapchenko identifies four aspects: *significant* (actually semantic), which is the core of a lexical meaning and is a specific linguistic reflection of the surrounding reality; *denotative*, in which a lexical meaning is the result of human cognition and activity; *structural* which determines the place of the lexical unit in the general language system; *pragmatic* which aims to clarify the emotional and expressive assessment of the lexical meaning of the word.

The student learns that to determine the lexical meaning of the word it is necessary to explore its subject-matter and conceptual-logical content; to trace what realities it represents, as well as their connection with the realities of the surrounding world; to substantiate a specific feature that allows to distinguish the lexical meaning of the characterized word from a number of others.

In the process of studying lexicology, students learn that it is a system, and its elements are connected by connections: *intrawords*, which are formed as a semantic structure and express the connections between the meanings of the same word; *paradigmatic*, based on the formal or semantic similarity of words, their interdependence in the language system, and *syntagmatic*, based on the patterns of combination of words in phrases and sentences. Thus, vocabulary is a dynamic system, because its components-words reflect the constant changes in any society. With a large number of interconnected elements, it represents a complex linguistic hierarchy.

The relationship of the original concepts of the linguistic plane LSC is shown in Figure 1.
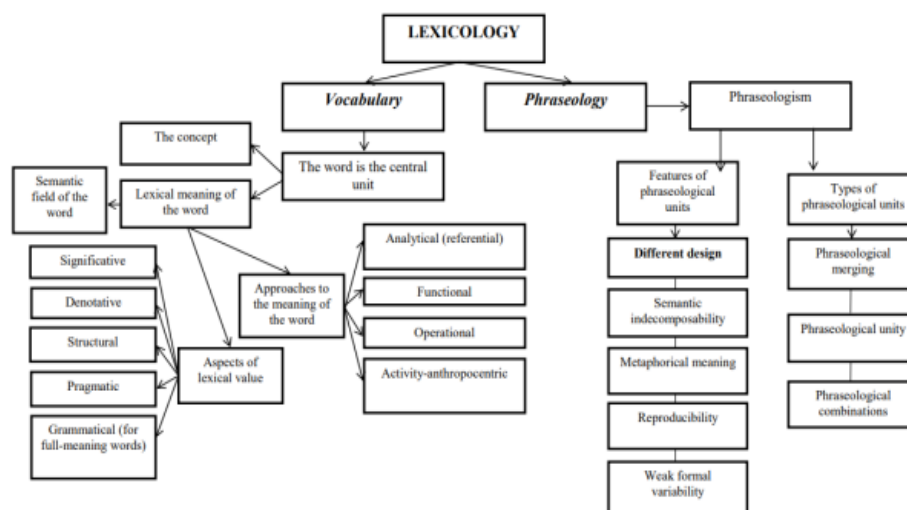

Figure 1. Formation of lexicological subcompetence of future teachers

Source: Authors' design.

Thus, as a result of mastering the theoretical plane of lexicology, the student clarifies the concept of "word" as its central unit and defines its role as a means of naming concrete and abstract objects of the surrounding reality; establishes the relationship between the concepts of "meaning", "concept", "lexical meaning of the word", "grammatical meaning of the word", "token", "sema"; builds LSF as a union of lexical units of a certain part of speech; outlines systemic connections (paronymic, homonymous, synonymous, antonymous); formulates the principles of forming the ambiguity of words, developing the

ability to use them, enriching their own thesaurus; demonstrates a conscious ability to use words with direct and figurative meaning (metaphor, metonymy, synecdoche) in order to hone speech, which, of course, will help preserve the elegance and uniqueness of the Ukrainian language; studies the linguistic nature of synonymy and the principles of building a synonymous series; identifies differences between homonyms and polysemous words based on the study of the linguistic essence of homophones, homographs, homoforms; reveals the possibilities of active and passive vocabulary words, neologisms, finding out the reasons for the emergence of new and historical preconditions for the "return" of a number of obsolete words to the category of active vocabulary; analyzes the functional features of dialect vocabulary and its relationship with the literary and normative vocabulary; establishes the role and place of foreign words; demonstrates the ability to use phraseological units in their own speech; uses different types of dictionaries.

4 Procedures

The purpose of the experimental training was to test the hypothesis that the effectiveness of the formation of LC of the future teachers of Ukrainian and English depends on ensuring the integrity and systemic nature of the learning process based on the developed didactic provisions and conditions containing purpose, objectives, organizational forms, technological support, the productive component, as well as the presence of value-motivational attitude to mastering linguistic theory; phasing and continuity of training during training in an institution of higher education; universality of implemented learning technologies; creating conditions for self-development and self-realization.

In order to test the hypothesis, an experimental work was built in accordance with the following stages:

1. The preparatory stage – conducting the ascertaining stage of the experiment, selection of experimental (hereinafter EG) and control (hereinafter CG) groups, the development of methodological and didactic support; the separation of stages of experimental research training on the formation of LC of the future teachers of Ukrainian and English.
2. The initial stage – the introduction of an experimental technique; the development of a methodological support (recommendations for the organization of the educational process - the choice of effective forms of learning, features of independent work, the involvement of students in research work, the development of tasks for practical training and distance learning; the formation of a basic system of exercises and information and communication technologies.
3. The final stage – the analysis of the results of the experimental research and determining of the proposed methodological system effectiveness.

The level of formation of the LC of a modern student, as demonstrated by the results of the ascertaining stage of the experimental research training, is insufficient. The main reasons are: the disregard for the requirements of mastering linguistic disciplines in their systemic integrity; not taking into account the integrative possibilities of the courses in the content of educational (working) programs; the constant reduction of hours for the study of linguistic disciplines; an independent work is organized at an inadequate level, which is limited mainly to the study of additional literature; a lack of system and consistency in the organization of research work; a limited introduction of information and communication technologies in the system of a classroom work.

Before the experiment, the conditions of its organization were determined:

1) the EG and CG students have approximately the same level of LC formation;

2) the EG and CG students necessarily passed all the stages of formation of LC according to the offered program;
3) the EG and CG students have the same number of learning hours in linguistics.

5 Results

To implement the tasks of LC formation, a system of exercises was developed, which aimed to repeat the acquired knowledge of lexicology in the school language course. Based on the text-centric approach, they variously demonstrated the peculiarities of the functioning of the word as a central unit of lexicology and its role as a means of naming the objects of the surrounding reality. The students improved the ability to distinguish the lexical meaning of the word, the grammatical meaning of the word; learned to build LSF of words and verbalize concepts; to find out the system connections (paronymic, homonymous, synonymous, antonymous); to analyze different layers of vocabulary: to substantiate the reasons for the appearance of neologisms and the historical preconditions for the "return" of obsolete words to active vocabulary; to establish functional features of dialect vocabulary; to find out foreign words role and place, etc.; to use phraseological units in their own speech; to actively process dictionary articles. The exercises of the complex are based on integrative connections of Modern Ukrainian Literary Language with Language Culture, Introduction to Linguistics, Old Slavonic Language, History of Ukrainian Language; Theoretical and Practical Course of English, History of English Language, History of English Lexicography.

Checking of the effectiveness of the methodological system of LC formation of future teachers of Ukrainian and English was carried out in accordance with four criteria: *theoretical and terminological; practical and operational; cognitively directed; innovation and technological*.

The theoretical and terminological criterion was aimed at checking the level of mastery of the terminology of the specialty. For this purpose, exercises containing information about the linguistic phenomenon itself and linguists who studied it were selected. The basis of the theoretical and terminological criterion was thematic and analytical exercises that taught the student to analyze linguistic phenomena on the basis of the text, to select their own examples, to present this linguistic phenomenon in a table, diagram, algorithm and etc. Additional tasks were proposed for the exercise, which, in accordance with the SIA, provided the interpretation of the language phenomenon at the level of those linguistic disciplines that the student studies in a certain year of training. Here are some examples.

Exercise 1. I. Read the text using the URL link: http://litopys.org.ua/ohukr/ohu21.htm, and answer post-text questions.

1. Name the most important dictionaries of the Old Ukrainian period.
2. Explain the importance of the written manuscripts of the ancient Russian and Old Ukrainian languages for the historical study of the Ukrainian language.
3. What is the difference between encyclopedic and linguistic dictionaries? What are the types of linguistic dictionaries? Name and describe them.
4. Prepare presentations-schemes of dictionary articles construction.
5. Make a bibliographic list of English dictionaries that you use in Practical English language courses.
6. Analyze the methods of vocabulary work at school in Ukrainian and English lessons. What are their commonalities and differences?

The proposed exercise is aimed at forming LSC of the future teachers of the Ukrainian language, covering the information volume of such linguistic disciplines as Modern Ukrainian Literary Language, Old Slavonic Language, History of the

Ukrainian Language, Practical English Course with a projection on school language didactics. Mastering the requirements for the construction of dictionary articles helped students in the process of compiling their own terminological dictionary.

The ***practical-operational*** criterion is based on language-communicative (acquaintance with language units and mastering the requirements for their use in speech) and reproductive-creative (reproduction of acquired knowledge with further characterization of the language phenomenon, compilation or filling the tables, schemes, formulation of new rules, vocabulary work, etc.) exercises. Here is an example.

Exercise 1.
   I. Read the text using the URL link: https://ru.os vita.ua/school/literature/d/68637/
       Write out the words that belong to the original Ukrainian vocabulary. Using the etymological dictionary, determine their meaning. Choose modern equivalents.
  II. According to the Encyclopedic Dictionary of Ukraine Culture Symbols, describe the token "house", building its lexical and semantic field.
 III. Prepare an essay on the topic "The word-symbol "food" in the traditions of the Ukrainians", accompany the speech with a composite cloud of words. Describe cooking of any dish using only verbs. Make a glossary of irregular verbs in English, use them in the sentences.
  IV. Analyze online resources for COVID-related vocabulary.
   V. Make up an assay using the comparative analysis on the topic "The analogue of English symbols in the Ukrainian society" (such as greeting: Strength united is stronger – Slava Ukraini,a national founder and patron: Svyatoslav the Brave – St George, a national hero: Bohgan Khmelnytskyi – Lord Nelson, a national port: T. Shevchenko – W. Shakespear, a national drink: a cup of tea – uzvar, a national dish: fish and chips – borshch,a national dance: hopak – Morris dance, a national plant: a wiburnum, a willow – an oak, a rose, a national animal: a nightingale – a lion).
  VI. Analyze the current programs and school textbooks in Ukrainian and English, find out the features of learning vocabulary (methods, techniques, exercises). Study the material for a dictionary of linguistic terms.

The represented language-communicative exercise is built with the use of the regional text and is called to form LC of future teachers of the Ukrainian and English languages. The students realized that each word is not only a carrier of certain information, but also a material for the development of their own speech, the product of their active speech activity. Philologists are involved in an active work with dictionaries (etymological, explanatory, dictionary of symbols, translation dictionaries), which gave the opportunity to improve the skills in working with dictionary articles.

The preparation of the essay and its presentation allowed not only to deepen the theoretical information about the studied linguistic phenomenon, but also to improve the skills to speak in front of the audience, to influence it with a well-chosen material and visual support.

Exercises selected according to the cognitively oriented criterion (cognitively-operated) are designed to clarify the language phenomena based on the texts that form the national-linguistic personality of the student and are represented by the samples of exercises for editing, construction, translation, etc., allowing to represent words-symbols and concepts, involving students to understand the uniqueness and complexity of both Ukrainian and foreign culture, their development, interaction. Here is an example.

Exercise I. Read the text using the URL link: http://ukrlit. org/dovzhenko_oleksandr_petrovych/zacharovana_desna/3

1. What are the functions of common and non-normative vocabulary in creating the image of an old woman Marusina.
2. In what words did Ukrainians regulate their own speech behavior? Find out the regional features of language etiquette (Stakhiv, 2008].
3. Write down the folk phraseological phrases heard from acquaintances, relatives, countrymen. Comment on their meaning.

Exercise II. Describe the concept of "woman" (choose any literary work you like) in accordance with the following microconcepts: "An external characteristics of a woman", "An internal characteristics of a woman", "A social characteristics of a woman". Demonstrate the research in the form of a diagram.

The proposed exercise was introduced in a lesson on Language Culture. Students found out the regional features of language etiquette (rules of addressing, greeting, farewell, etc.); students had the opportunity to choose a work of art and on its basis to verbalize the concept of "woman". Such work allowed to realize the specificity of the peculiar national character of the Ukrainian and English language, convinced of the need to develop the ability to reconstruct it with the help of the language. On the examples of literary works of different times (for example, "Roksolana" by P. Zagrebelny and "Pride and Prejudice" by J. Austen) the students realized that the change of the concept of meaning to the concept of concept depends not only on the interpretation of the mental essence of the work, but also on the historical era of writing, the events that formed its basis.

The developed exercises in accordance with the innovative-technological criterion were aimed at the active introduction of information and communication technologies in the educational activities of students. Here are some examples.

Exercise I.
   I. Comment on N. Stepula's study using the URL link: https://www.radiosvoboda.org/a/931174.html
  II. II. Study the Ukrainian lesson by O. Avramenko on the fight against surzhik words (URL: https: //www.youtube.com/watch? V = 4sk8xQj-AAs), pay attention to the peculiarities of the analysis of human speech. Analyze the speech of famous people on television for the use of surzhik words (prepare links for the processed videos).
 III. What is slang vocabulary? What functions does it perform in human speech? Make an electronic dictionary of typical surzhik words, jargons that you use in your own speech and choose literary equivalents. Make a word cloud that demonstrates the terms studied.
  IV. Prepare a presentation "Phonetic portrait of a famous person".

1. Find out to what extent the pronunciation of a person corresponds to the English orthoepic norms: peculiarities of pronunciation of vowels, whether there is a normative accommodation of vowels under the influence of palatalized consonants / vocal assimilation; specifics of pronunciation of consonant sounds, whether there is a normative accommodation under the influence of vowel and / labialized vowels o, y / assimilation of consonants.
2. If there are deviations, determine what is due to: the influence of dialect, another language, individual physiological characteristics, and so on.
3. Indicate whether the pronunciation described can serve as a model. If there are errors, identify ways to fix them.

The students performed an exercise in the format of a web-quest, which involved solving language problems along certain routes,

which the teacher suggested on his own website in the form of links for Internet resources (questions and problems to solve, lexicographic sources, etc.). Its implementation allowed future teachers of English to set up feedback, transferring virtual knowledge to the real world: to listen to webinars to expand theoretical information about the language phenomenon, going beyond the information scope of disciplines, allowing to create a cloud of words; listen to and analyze people's speech in accordance with the requirements; to repeat the mastered information volume of modern English literary language, language culture and English dialectology; to put forward own assumptions, hypotheses, and further to prove or disprove them, to develop research skills, to improve ICT (information and communication technologies) skills; to develop thinking and use effective learning strategies independently.

The level of LC formation of students was checked during a test after studying the lexical level of modern Ukrainian and English literary language and introduced by performing the following tasks: performing tests, building LSF of the word "Ukraine" and "England" and writing essays using neologisms.

The test tasks contained questions of a theoretical nature. Checking their performance showed that among EG students 11.1 % found a high level of knowledge, sufficient – 23.5%, medium – 60.1%, low level had 5.3% Among CG students, the results were distributed as follows: high levels were 9.4%, sufficient – 21.1%, average – 62.3%, and 7.2% were low. As the test results showed, EG students had slightly higher results. In our opinion, such an indicator is justified, because the experimental work involved an increase in the share of self-study of primary sources, writing essays; the terminology system is mastered in the process of compiling the dictionary.

After completing the second task - building LSF of the word "woman" – students showed the following results: in EG high level of skills showed 8.8% of students, sufficient – 67.3%, medium – 20.4%, low level had 3.5% students; 2.7% of students showed a high level of skills in CG, 15.2% – sufficient, 75.4% – medium, 6.7% had a low level. The results showed that EG students performed much better. We consider this result to be natural, as the proposed type of work was introduced during experimental research training.

The results of the third task – to write a thought-provoking essay using neologisms that emerged in 2019 – 2020 in Ukraine – were as follows: in EG a high level of skills was found by 10.6% of students, sufficient – 32.7%, average – 53.1%, 3.6% of students had a low level, and 8% of students showed a high level of skills in CG, 28.7% had a sufficient level, 56.1% had a medium level, and 7.2% had a low level. As the results of the test showed, the future teachers of Ukrainian and English did a good job: they used a large number of neologisms, explained their meaning.

Summary results of the current control test have been presented in table 1.

Table 1. Analysis of the results of the current test (LC) at the second stage of the training (%)

The level of the task	High		Sufficient		Average		Low	
	EG	CG	EG	CG	EG	CG	EG	CG
Tests	11,1	9,4	23,5	21,1	60,1	62,3	5,3	7,2
LSF	8,8	2,7	67,3	15,2	20,4	75,4	3,5	6,7
Essay	10,6	8	32,7	28,7	56,1	56,1	3,6	7,2

As the table shows, the results of LC formation in EG students are slightly higher. In our opinion, this result was achieved by increasing the requirements for the quality and scope of independent processing of educational material and its verification; the active participation of students in the scientific and research activities, as the course work in linguistic disciplines required additional study of scientific sources; preparation and presentation of IKT support as one of the ways to enrich knowledge, which required the involvement of supporting information; the work on compiling a dictionary of linguistic terms, which led to a better understanding, memorization and use of specific vocabulary.

6 Conclusion

The study convinces us that a special requirement for modern teachers of the Ukrainian and English languages is the orientation in the array of the linguistic science, the perfect mastery of theoretical material from all levels of the language system; the ability to practically apply the acquired knowledge, conducting research activities. A high-quality specialist is distinguished by the philological type of thinking, the development of external and internal motives for learning, professional skills and abilities, linguodidactic creativity.

The competence of future teachers of the Ukrainian and English languages is an individual result of the level of mastering the linguistic disciplines information volume, it is the acquired knowledge and pedagogical experience, as well as the ability to use them in further professional activity. The modern student is in a constant search of new knowledge, striving for self-improvement and self-realization in a rapidly changing society in order to become in demand and competitive, because the brighter the linguistic personality, the more fully it represents the linguistic progress of any society. This gives grounds to talk about the formation of the future Ukrainian and English teachers language personality.

The particular importance in the training of such specialists is the formation of lexicological competence, i.e. the operation of the lexical system of modern Ukrainian and English literary languages; an interpretation of the word as the main unit of vocabulary; distinguishing its concept and meaning, lexical meaning and grammatical meaning of the word; building a lexical and semantic field of Ukrainian / English words; understanding of intrasystem connections of lexical units; use of the language phraseological richness.

Checking of the methodological system effectiveness of the formation of future teachers' lexicological competence was carried out in accordance with four aspects: theoretical and terminological; practical-operational; cognitive-oriented; innovative and technological. Indicators of the initial and final stage of experimental research have showed that with equal initial opportunities, the percentages in EG have significantly improved compared to those in CG.

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Primary Paper Section: A

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