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**LEXICAL PARAMETERS OF PROFESSIONAL-ORIENTED TEACHING [ESL] AS
THE KEY APPROACH TO THE LANGUAGE OF PHARMACY CONCEPTUAL SPHERE
RESEARCH**

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The Development of Pedagogy, scientific paradigms changing and allied sciences advantages led to the fact that at this stage cognitive orientation of research in teaching methodology has become more actual one. Lexical competence is an important part of learners' cognitive basis and performs in the educational process various functions: it helps to master the lexical units, build their own statements in the language being studied, perceive and assess the participants' communication statements. Vocabulary knowledge ensures successful acquiring all kinds of speaking and reading skills.

Medical discourse extraordinary many-sided, semantically inexhaustible lexical arsenal of language tools, among the terminological lexis ranks the first. Taking into consideration the fact that English pharmaceutical terminology functioning has a complicated history presents a set of concepts that include microsystems of terms and nomenclature items of such disciplines: pharmacology, pharmaceutical botany, pharmaceutical chemistry, medicinal and perfumes-cosmetics producing technology, pharmaceutical economics, marketing and management as the components of the scientific field "Pharmacy", stipulates the need to provide the development and mastering by students-pharmacists relevant lexical and terminological competence.

The investigation of the teacher's potential and strategies in the creation of the scientific-methodical didactic system is the principal goal of the modern foreign linguists author discourse. We explored the basic theories of the foreign and Ukrainian second language researchers concerning the studied problem: *professional vocabulary learning and teaching*.

The study of the works of specialists in the field of Methodology Integrated Approaches and Learner Variables (R. Pregent, B. Bloom, M. Celce-Murcia, F. Dubin, E. Kellerman, S. Y. Nikolayeva, I.P. Zadorozhna et al.) allows concluding, that despite some different approaches to the investigated subject, they established methodological frameworks for Reading teaching technology, were looking effective forms of the individual learning activities in the unity of three components-cognitive (knowledge), operational (ways of action) and the growing autonomy, concentrating the attention at the developing the learners' practical ability and word knowledge competence.

The encyclopedic edition of the textbook "Teaching English as a Second Foreign Language" (M. Celce-Murcia, 1991) provides a comprehensive up-to-date introduction to teaching ESL and description variety of perspectives offered by 36 specialists in the areas of methodology, language and teacher skills. There one finds many researchers' works shedding light on the vocabulary as being an important area worthy of effort and investigation: such problems as how the second language learner's professional lexicon is organized and what most effective means are enlarge and solidify that lexicon; the most promising directions seem to be using intensive and extensive reading programs as a means of exposing learners to large amounts of vocabulary in context (D. Brown, 1986). Reading to learn and learning by doing is the deep content of interrelated training (F. Dubin, D. Bycina (1986)). C.A Yorio (1971), C.A. Mckinley (1974), M.C. Walsleben (1975), outline identifying vocabulary as the main reading difficulties for second foreign language learners, which depend largely upon their learning to speak.

In the 80's years of the past century many attempts of efficacious didactic programs creating in the context of the learner's functional nature of communication had been made (J.C. Richards, 1986).

Having summarized the above-listed ESL researchers' points of view on the educational process designing we can stage that at present there is a shift toward the speaking technology, but the reading-based language programs are also presented comprehensively as one of a constructive integral part of the academic format of ESL curriculum for pharmaceutical classes.