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В настоящее научное издание вошли материалы докладов международной научно-практической конференции «Педагогика и психология в современной системе образования», состоявшейся в рамках международного научного форума «Образование. Наука. Культура» в Гжельском государственном университете 20 ноября 2019 г.

В работе форума приняли участие более пятисот научных и педагогических работников из России, Белоруссии, Казахстана, Китая, Кубы, Молдовы, Узбекистана, Украины, Франции.

**МЕЖДУНАРОДНАЯ
НАУЧНО-ПРАКТИЧЕСКАЯ КОНФЕРЕНЦИЯ
«ПЕДАГОГИКА И ПСИХОЛОГИЯ В СОВРЕМЕННОЙ СИСТЕМЕ ОБРАЗОВАНИЯ»**

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THE USE OF PARADIGMATIC RELATIONS IN TEACHING FOREIGN VOCABULARY

One of the ways of analyzing information and integrating knowledge into the system is mastering the material using various methods of its organization. With regard to teaching foreign vocabulary, this can be the organization based on various semantic connections, syntagmatic and paradigmatic.

The main thing in learning vocabulary is the organization of lexical material based on syntagmatic relationship, compatibility of the word in the context. The study of paradigmatic relations reflecting the systematic nature of the language is an auxiliary way of mastering foreign vocabulary.

In the process of teaching foreign vocabulary the stages of introduction, training and use of lexical items are distinguished. The paradigmatic links of the lexeme should be actualized at the initial stages, mainly at the introduction stage and at the initial stage of training.

The best way to introduce lexical items for both the productive and the receptive minimum is to present them in context. At the same time, the work with various schemes based on paradigmatic, associative, causal, synonymous and other links allows us to identify a higher number of connections and essential characteristics of lexemes, which, in turn, facilitates their memorization.

The need to introduce words in the system, logically organize vocabulary is emphasized in many works devoted to the methodology of working with vocabulary [2, p. 69–72; 1].

Lexical material can be organized in the form of a conceptual, semantic, mental map [1]. The conceptual map schematically presents the concepts associated with the studied concept, indicating the way of relationship between them. Here the meaning of the concept is revealed through its links with other concepts, causal, hyponymic relations are identified. Mental mapping provides for a central concept, around which 5 to 15 basic ideas related to this concept stand out. Then, in the process of work, new ideas are added to the scheme, the relationship between them and the central concept is determined.

One of the ways to systematize vocabulary and identify lexical patterns may be the work with polysemic words. Such work is carried out both on the basis of syntagma and on the basis of a paradigm.

When working with polysemic words, the ability to identify significant and regular ways of rethinking the meaning of a word is very important. This improves the mechanisms of contextual guess, helps to recognize the meanings of a polysemic word, that is especially important for the development of potential vocabulary.

The example of work with polysemic words is the exercise below as a part of the topic “Professions”. This exercise belongs to the category of differentiating. First it is advisable to give brief information about the main types of changes in the semantics of a word (specialization, generalization, metaphor, metonymy).

Define the types of relations between different meanings of one word:

company – 1) ‘a business organization that makes or sells goods or services’; 2) ‘a group of actors, dancers, or singers who work together’; 3) ‘your friends or the group of people you spend time with’ (*metaphor*);

market – 1) ‘a time when people buy and sell goods, food etc, or the place, usually outside or in a large building, where this happens’; 2) ‘the total amount of trade in a particular kind of goods’; 3) ‘the number of people who want to buy something, or the type of people who want to buy it’ (*metonymy*);

trade – 1) ‘the activity of buying, selling, or exchanging goods within a country or between countries’; 2) ‘a particular kind of business, and the people who are involved in it’ (*generalization, metonymy*);

discharge – 1) ‘to officially allow someone to leave somewhere, especially the hospital or the army, navy etc, or to tell them that they must leave’; 2) ‘to send out gas, liquid, smoke etc, or to allow it to escape’; 3) ‘to take goods or passengers off a ship, plane etc’ (*metaphor*).

Thus, one of the ways to optimize work with foreign vocabulary is to organize it on the basis of paradigmatic links. Associative, hyponymic and other paradigmatic relations of the word should be actualized at the initial stage of learning. They contribute to better memorization of lexical material, logically organize it, which is the precondition for fluency in English.

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