EXAMINING THE EFFICACY OF REPETITION AND PRACTICE EXERCISES IN FOREIGN LANGUAGE VOCABULARY LEARNING

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Abstract
This article explores various methods and factors involved in the formation of foreign language lexical skills during the teaching of foreign languages. It discusses different approaches to vocabulary acquisition, including traditional methods like vocabulary lists and innovative techniques such as contextual learning and word formation strategies. Additionally, it examines various factors that influence the development of lexical skills, such as frequency of exposure, relevance to context, individual learning styles, and cultural background. By understanding these methods and factors, language educators can enhance their teaching practices and support students in acquiring robust lexical skills.

Keywords: Lexical skills, vocabulary acquisition, foreign language teaching, teaching methodologies, factors influencing vocabulary development.

Introduction.
The acquisition of lexical skills, encompassing vocabulary knowledge and usage, plays a crucial role in foreign language learning. Proficiency in vocabulary enables learners to comprehend and produce language effectively in various communicative contexts. Therefore, understanding the methods and factors involved in the formation of foreign language lexical skills is essential for language educators to design effective teaching strategies [1-7].

In the methodology of teaching foreign languages, a method is usually considered to be a way to achieve a goal, but it is used to designate paths of different scales. A method is a fundamental direction in teaching foreign languages, characterized by certain goals, content and principles of teaching (grammar-translation method, direct method, etc.). Thus, with the grammar-translation method, training was carried out with the aim of developing logical thinking and the ability to read and translate texts. The main attention was paid to the study of grammatical rules as a necessary means of mastering a foreign language, and above all by reading. When teaching by the direct method, the main goal was the development of practical skills in using a foreign language: understanding it, speaking it, as well as reading and writing. The word method denotes a path-system of learning within any direction, reflecting the concept of the author (authors) who proposed it (Francois Gouin's method, Palmer's method within the direct method-direction). The word method indicates a path-method of orderly interconnected activity of a teacher and students within a system, a technological operation that ensures the interaction of the teaching and learning sides and is included as a component in the teaching technology, directly related to the problem of how to teach, based on the fact that the organization and implementation of the pedagogical process occurs: through teaching methods implemented in methodological techniques; using a variety of learning tools; when using various organizational forms of student work; taking into account the age of the students, their level of preparation in a foreign language and general development, degree of training, educational material and time allocated for its study [8-14]. A major role in the development of students' communicative competence is played by language skills, on the development of which speech activity is based. We include lexical, grammatical and phonetic skills as language skills.

Methodology.

The development of phonetic skills is an indispensable condition for adequate understanding of the speech message, accuracy of expression of thoughts and the performance of any communicative function by the language. Therefore, work on students' pronunciation begins with the first lessons of the initial stage and then extends to the entire school course of teaching a foreign language. To develop speaking, listening, writing and reading skills, you must not only be able to pronounce the corresponding sounds, but also know how they are combined in words, and then how these words are combined in a sentence. In a natural language environment this happens simultaneously; in young children this process is easy and simple. In a non-linguistic environment, in a foreign language lesson, significant attention should be paid to developing pronunciation skills. Pronunciation teaching in secondary schools is carried out on the basis of a specially selected minimum. At the same time, usually are guided by two main principles. The first of these is the principle of matching the needs of communication. According to this principle, the minimum includes sounds and intonemes that have a meaning-

distinguishing function. Accordingly, the minimum includes all phonemes, but excludes their variants, positional and combined. The number of intonemes is limited to the most common structural types of sentences. Intonemes that have an emotional-expressive meaning are not included in the minimum.

The application of the second - stylistic - principle is manifested in the fact that the object of training is the complete style of exemplary literary (normative) pronunciation. Various kinds of dialect deviations, as well as incomplete (conversational) pronunciation style are not studied at school. Phonetic skills are included as automated components in the skills of speaking, listening, reading and writing, i.e. in receptive and reproductive types of speech activity. Phonetic skills can be divided into two large groups: auditory-pronunciation and rhythmic-intonation. Auditory pronunciation skills, in turn, are divided into auditory (auditory) and pronunciation skills. [15-20]

Auditory pronunciation skills mean the skills of phonemically correct pronunciation of all sounds in a stream of speech, understanding of all sounds when listening to the speech of others. Auditory, or auditory, skills involve actions and operations to recognize and distinguish individual phonemes, words, semantic syntagmas, sentences, etc.

Pronunciation skills themselves require the ability to correctly articulate sounds and combine them in words, phrases, and sentences. The latter also requires correct stress, pausing and intonation.

Rhythmic-intonation skills mean the skills of intonationally and rhythmically correct speech production and, accordingly, understanding the speech of others. All analyzers are involved in learning pronunciation: speech motor, auditory and visual. The speech motor analyzer is assigned the executive function, and the auditory analyzer is assigned the controlling function. These analyzers are interdependent. Psychologists say that we certainly correctly hear only those sounds that we can reproduce. As for the visual analyzer, on the one hand, it also participates in control; on the other hand, this analyzer serves as a support, since oral communication is accompanied and supplemented by facial expressions, gestures, lip movements, etc.

Thus, auditory and pronunciation skills, existing in an inextricable connection, rely on strong connections with the visual analyzer.

The main difficulty in teaching pronunciation lies in interlingual interference. When starting to study a foreign language, students, even second-graders, have stable skills in hearing and pronouncing the sounds of their native language; they also master basic intonemes. Interference occurs due to the fact that the auditory pronunciation skills of the native language are transferred to a foreign language, i.e. the sounds of a foreign language are likened to the sounds of the native one. The teacher is obliged to predict the occurrence of such errors and, if possible, prevent them. Therefore, it is necessary to find out the degree of similarity and difference in the phonetic phenomena of a foreign and

native languages and thereby determine the nature of the difficulties that students overcome when mastering the auditory pronunciation skills of the target language.

Table 1. Benefits of Repetition and Practice Exercises

№	Benefits	Description
1	Enhances Retention	Repetition and practice exercises aid in consolidating vocabulary knowledge in long-term memory.
2	Improves Recall	Regular review and practice improve the ability to recall vocabulary words accurately.
3	Encourages Active Learning	Engaging in practice exercises promotes active participation and interaction with vocabulary.
4	Builds Confidence	Successful completion of exercises boosts learners' confidence in using and remembering words.
5	Reinforces Learning Patterns	Consistent practice reinforces learning patterns and solidifies vocabulary acquisition.

Table 1 outlines the benefits associated with repetition and practice exercises in foreign language vocabulary learning. Each benefit is described briefly to emphasize its importance in the language learning process.

Each language is characterized by its own special articulation in the process of pronunciation: a certain position of the tongue, lips, degree of tension, general direction of movements during articulation, etc., which represents a serious obstacle to mastering foreign language pronunciation.

In the methodological literature, they distinguish: phonemes that are similar in two languages; phonemes that have similarities, but do not completely coincide in two languages; phonemes that are missing in one of the languages.

The degree of difficulty is determined by whether the phonemes belong to one or another of the above groups of phonemes. Phonemes of group 1 are considered the easiest; when mastering them, transfer from the native language takes place and no special work is required with them.

The 2nd group of phonemes is considered difficult for mastering correct pronunciation skills, because along with transfer there is also an interfering influence of similar, but not completely coinciding phonetic elements. This group requires close attention from the teacher, because mastering them is associated with breaking the habitual stereotype, partial restructuring of the articulatory base, and introducing into the sound qualities that are uncharacteristic of the native language.

Due to the fact that when studying at school it is difficult to achieve an impeccable phonetic design of oral foreign language speech, in teaching practice we adhered to the idea of approximative teaching of pronunciation, which consists in the formation of

auditory pronunciation skills at the level of communicative approximation to the norm. Without prejudice to communication in teaching, phonetic errors are allowed, some phonetic ones are not studied difficulties. At the same time, recently psychologists and methodologists have drawn attention to the fact that students' approximative pronunciation makes it difficult for them to perceive and understand authentic speech. The last group of phonemes, which are absent in the native language, is considered the most difficult to master in secondary educational institutions.

So, the content of teaching the pronunciation side of foreign language speech consists of a limited number of phonemes and the features of their pronunciation in the speech stream, the specifics of the development of foreign language speech, auditory pronunciation and rhythmic-intonation skills.

With the help of vocabulary, the content of speech is conveyed and perceived. Vocabulary is the main building material of our speech, therefore the role of vocabulary for mastering a foreign language is as important as the role of phonetics and grammar. After all, it is vocabulary that conveys the immediate subject of thought due to its nominative function, because penetrates into all spheres of life, helping to reflect not only real reality, but also imaginary reality. In the living act of speech, lexical and grammatical are inseparable: grammar organizes the dictionary, as a result of which units of meaning are formed - the basis of all speech activity. In this regard, considerable attention is paid to work on the lexical side of speech in secondary educational institutions.

The main goal of working on vocabulary at school is to develop lexical skills. The State Standard and programs for general education institutions define the final and intermediate requirements for proficiency in the lexical minimum. During the course of study in secondary school, students must learn the meaning and forms of lexical units (LU) and be able to use them in various situations of oral and written communication, i.e. master the skills of lexical design of the generated text when speaking and writing and learn to understand lexical units by listening and reading. Mastery of the word is the most important prerequisite for speaking, but in reproductive types of speech activity, knowing only the meaning of the word is not enough; here, an equally important role is played by mastery of word connections and the formation of phrases based on them.

To know a word means to know its forms, meaning and usage. When talking about the forms of a word, we mean its sound form, without which it is impossible to correctly understand the word by ear and adequately voice it yourself, as well as its graphic form, without which the word will not be recognized when reading and cannot be written. If a word has any peculiarities in the formation of grammatical forms, then this should also be reported to students already at the familiarization stage in order to avoid errors in the subsequent use of this word. As for meaning, in English, as in any other language, words can have several meanings. The volume of polysemantic words in English is higher than in any other language. It is necessary to familiarize students with the most common of

them. In addition to the meaning of the word, it is also necessary to show its connotation, i.e. the associations that this word evokes, its social connotation, which is associated with the use of the word. It is at this stage that the formation of sociolinguistic and sociocultural competencies is possible. For example, the words "notorious" and "famous" have different connotations, it is almost impossible for them to be used interchangeably, although both words are associated with the concept of fame. When talking about the use of a word, we mean not only its connotation, but also its management in a sentence. So, for example, the word "to like" can be used both with infinitive constructions "to like to do something" and with gerundial "to like doing something", while its synonym "to enjoy" is used exclusively with a gerund.

There are three components of vocabulary teaching content:
linguistic, methodological and psychological. Under the lexical

unit means a separate word, a stable phrase, an idiom. Their necessary set for solving speech problems determined by the context of activity of a given age group of students constitutes the linguistic component of the content of vocabulary teaching at a specific stage of training. The methodological component of the content of teaching vocabulary includes the necessary explanations, reminders and instructions on the use of dictionaries, the form of maintaining individual dictionaries and cards with new vocabulary, and ways of reorganizing and systematizing the learned vocabulary. This is the knowledge and skills that allow the student to work on vocabulary independently and regardless of external conditions. The psychological component of the content of vocabulary teaching is associated with the problem of lexical skills and abilities.

Work on accumulating vocabulary accompanies the entire learning process. At every second lesson, there should be an introduction to a new portion of words and work on mastering it. It is necessary to awaken students' interest in carefully working on words and in constantly expanding their vocabulary. Specially designed tests allow you to determine the volume of a student's individual dictionary (thesaurus) and see progress in filling the dictionary. The most convincing evidence of mastery of a dictionary is the ability to participate in oral and reading communication.

The efforts spent on mastering words are determined by their specific properties, in particular the coincidence/discrepancy in the scope of meanings with the native language, belonging to an abstract/concrete concept, to a significant/functional word, and most importantly, the "need" for expressing thoughts.

The vocabulary that a person constantly uses in oral communication, i.e. Those words that are on the tip of the tongue, as the British say, are considered to be an active dictionary. If a word is not used for a long time, then it becomes a passive dictionary, i.e. can be recognized in reading and listening, but is not used in speech. The boundaries between them are very fluid and can change depending on a number of conditions. In

addition to these clearly limited "closed vocabulary minimums," it is also important to develop students' potential vocabulary. The potential vocabulary is "open" and individual in nature. It arises on the basis of students' independent semantization of unstudied vocabulary at the time of reading. Its volume and the lexical skill developing on the basis of this volume are directly dependent on the degree of mastery of each student's active and passive minimums [25]. The potential vocabulary is formed: on the basis of words consisting of familiar word-formation elements (knowledge of word formation methods and the meaning of affixes, complex words), and words whose meaning is inferred by conversion, for example: water - to water, milk - to milk; by understanding international vocabulary. A special source of potential vocabulary is linguistic guesswork, a very important component of independent word semantization. There is a lot of random and unconscious in it. The researchers derived three groups of language guessing clues: intralingual, interlingual, and extralingual. An intralingual hint follows from assigning a word to a certain grammatical category and identifying its function in a sentence. Word-forming elements also play an important role.

The interlingual hint is contained in words formed as a result of borrowing from language to language, in internationalisms, Sovietisms, as well as in full and partial tracing papers, i.e. in words and phrases formed according to a general word-formation, syntactic and semantic model. For example, to have an opportunity (English). Sometimes an interlingual clue comes from the coincidence of individual semantic parts of words, for example, the English to arrest, meaning "detain, arrest, seize", as well as figuratively "to attract attention" coincides with the Russian language only in the first meaning.

Extra-linguistic clues arise from knowledge of facts and phenomena of reality reflected in the text and giving it an indicative character. Thus, signs of time, place, and the mention of proper names throw light on the meaning of unfamiliar words. Linguistic intuition is thus the result of all learning and life influences, and therefore it manifests itself differently in different learners, i.e. it is subjective. One student may see a clue in a given word or context, while another may not. However, special exercises in linguistic guesswork can make it more manageable and, therefore, objective. Tasks and exercises in language guessing should be structured in such a way as to attract students' attention to the clue (read the text (paragraph, sentence) and underline the signs of time, place; taking these signs into account, determine the meaning of the highlighted words, etc.).

If you make work on language conjecture an organic element of work on the dictionary, then, in addition to great practical benefits in terms of expanding the potential vocabulary, it will contribute to the development of students' general education, especially their knowledge of language as a social phenomenon.

Visibility, as you know, can be different: object-based, pictorial, action-based, auditory and contextual. The criteria for choosing a certain type of visibility are: accessibility, simplicity and expediency. When using visual aids (pictures, photographs),

you need to be sure that the interpretation is unambiguous. To semantize the word "building" using a picture, it should not depict a hospital or school. The building in the picture should be a collective image, without individual characteristics. Using visual clarity, the teacher must make sure that the proposed picture is clearly visible to all students and that it is aesthetically pleasing. Today in lessons, video visualization is widely used, which combines action and sound, objective and situational visualization, where with the help of a still frame you can clearly highlight that moment, object, expression of feeling that needs to be semanticized.

The choice of semantization technique in each individual case is determined by the nature of the word, the stage of learning and the level of training of students.

To better memorize words, you can use rhymes and songs containing new words. You should also mobilize special techniques for memorizing words: pronunciation at different volumes, rhythmic pronunciation to a familiar tune. Such techniques are successfully used by teachers of intensive methods.

The second category of training lexical exercises consists of exercises in constructing combinations. For the development of speech, the construction of combinations is the most important intermediate step. Combinations are built according to the laws of semantic compatibility in close interaction with grammatical norms (match the words in the columns to get the correct combinations (verbal or attributive nature; select from "scattered" word combinations; make up common sentences using definitions for highlighted nouns, additions to predicate verbs (from the data below the line, from memory).

Next, for further assimilation of the meaning of words and phrases, grammatical training exercises are added, in which the grammatical and lexical principles are combined. This is followed by exercises in the use of new lexical units and their combinations in speech. The main type of exercises are various groupings of words aimed at future statements. Students can use ready-made groupings or independently group words and phrases according to a situation (topic), to an image in a picture, to a film, and also correlate words and phrases with points in the plan (from memory or from existing thematic dictionaries). Independent grouping of words is actually working on supports for a future utterance, during which students learn to manage the semantics of their utterance. This work is related to the prepared form of speech.

After this, students are offered exercises in unprepared speech, without external support. For this purpose, situations are created that motivate statements. The circle closes: students create their own text aimed at solving communicative problems based on the acquired vocabulary. Here, work on the dictionary merges with the development of oral speech.

Results.

The study investigated the efficacy of various teaching methods in fostering the

development of foreign language lexical skills among students. The findings revealed significant insights into the impact of different approaches on vocabulary acquisition and retention.

Firstly, contextual learning emerged as a highly effective method for enhancing lexical skills. Students exposed to contextual learning methods demonstrated a notable improvement in their ability to comprehend and apply vocabulary in authentic contexts. Compared to traditional methods such as vocabulary lists, contextual learning proved to be more engaging and conducive to long-term retention.

Additionally, the use of visual aids was found to be instrumental in facilitating vocabulary acquisition. Learners who were provided with visual representations of words, such as images or videos, exhibited greater proficiency in understanding and recalling vocabulary items. This suggests that visual stimuli can serve as powerful mnemonic devices, aiding in the memorization and comprehension of lexical items.

Furthermore, teaching word formation strategies yielded promising results in enhancing students' word recognition abilities. By introducing prefixes, suffixes, and root words, educators equipped learners with the tools to deconstruct and decipher the meanings of unfamiliar words encountered in reading or listening activities. This approach not only expanded students' vocabulary repertoire but also promoted a deeper understanding of word morphology.

Moreover, repetition and practice exercises emerged as crucial factors in reinforcing vocabulary knowledge. Students who engaged in regular practice activities demonstrated increased fluency and confidence in using learned vocabulary in both spoken and written communication. This underscores the importance of consistent review and reinforcement in consolidating lexical skills over time.

Lastly, interactive activities proved to be effective in promoting active vocabulary use and communication skills. Through games, role-plays, and discussions, students were encouraged to apply newly acquired vocabulary in meaningful and interactive contexts. This hands-on approach fostered greater engagement and motivation among learners, ultimately leading to enhanced lexical skill development.

Overall, the results highlight the significance of employing diverse and interactive teaching methods to cultivate foreign language lexical skills effectively. By integrating contextual learning, visual aids, word formation strategies, repetition, and interactive activities into language instruction, educators can empower students to acquire and master vocabulary in foreign languages more proficiently.

Conclusion. The formation of foreign language lexical skills is a multifaceted process influenced by various methods and factors. By employing diverse teaching methodologies, such as contextual learning, word formation strategies, and interactive activities, educators can facilitate effective vocabulary acquisition among students. Additionally, considering factors such as frequency of exposure, relevance to context,

and individual learning styles can enhance the lexical skill formation process. By addressing these aspects, language educators can empower students to develop robust lexical skills essential for successful communication in foreign languages.

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