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The Formation of Lexical Competence for Future Linguists Based on a System of Thesaurus-Oriented Exercises (From Work Experience)

Salika Sayakhmet [*], *Ainakul Tumanova, Anelya Atakanova, Yekaterina Gunina, Nailya Sanjyarova*

Department of Russian Philology and World Literature, Al-Farabi Kazakh National University, Almaty 050040, Kazakhstan

ABSTRACT

The article seeks to formulate a thesaurus for future philogists. Kazakhstan has implemented new and heightened requirements for the training of specialists, subsequently modernizing the education system and creating a need for new educational methods to adapt to the constantly shifting field of new technologies. This work provides a brief overview of the methods and principles used to compile a system of exercises and their typology. The necessity of improving the quality of future specialists' training through the development and enhancement of their thesaurus as a key component of linguistic identity is particularly emphasized. The authors attempt to demonstrate that a systematic, phased, and in-depth study of core disciplines (particularly within the framework of postgraduate professional education) aimed at forming a specialized vocabulary (thesaurus) can contribute to enhancing the quality of professional training for future philologists. Using comparative, contextual, and descriptive methods, the authors analyzed the undergraduate educational programs of the Faculty of Philology at Al-Farabi university in the "Russian Language and Literature" specialization. A survey was designed and conducted among students to assess their knowledge of specialized terminology in the field of "Russian Language" at the initial, intermediate, and final stages of their studies. Quantitative and statistical calculations were employed to substantiate and interpret the obtained research results. Based on the above, the necessity of optimizing the process of teaching terminological vocabulary is substantiated. The necessity of improving the quality of future specialist's training through the development and enhancement of their thesaurus as a key component of linguistic identity is particularly emphasized. The authors attempt to demonstrate that a systematic, phased, and in-depth study of core

CORRESPONDING AUTHOR:

Salika Sayakhmet, Department of Russian Philology and World Literature, Al-Farabi Kazakh National University, Almaty 050040, Kazakhstan;
Email: saya_0608@mail.ru

disciplines (particularly within the framework of postgraduate professional education) aimed at forming a specialized vocabulary (thesaurus) can contribute to enhancing the quality of professional training for future philologists. Using comparative, contextual, and descriptive methods, the authors analyzed the undergraduate educational programs of the Faculty of Philology at Al-Farabi university in the "Russian Language and Literature" specialization. A survey was designed and conducted among students to assess their knowledge of specialized terminology in the field of "Russian Language" at the initial, intermediate, and final stages of their studies. Quantitative and statistical calculations were employed to substantiate and interpret the obtained research results. Based on the above, the necessity of optimizing the process of teaching terminological vocabulary is substantiated. This work provides a brief overview of the methods and principles used to compile a system of exercises and their typology. The optimization of teaching processes for terminological vocabulary is absolutely essential according to the studied materials.

Keywords: Profiling Disciplines; Linguistic Terminology; Typology of Exercises; System of Exercises; Professional Training

1. Introduction

At present, qualitative changes are taking place in the education systems of the Post-Soviet space and, consequently, in modern pedagogy and linguodidactics. In this case, it is not simply about the formation of some competencies within the subject, but the new role of all disciplines in the formation of a professional's personality, in other words, each discipline is a part of the learning environment and acts as an instrument for the specialist. In today's world, it is important to exclude what is irrelevant to the formation of professional competencies from commonly accepted programs, and to instead exclusively teach everything which directly contributes to a university graduate's competent personality. The quality of language education at a university evolves into not just a criterion for the personal success of a specialist but also a factor of indirect influence on the economic development of the government and society as a whole. All of the points listed above contribute to the need for conducting linguodidactic research through new methodology, which takes into account current requirements in the training of specialists at the university as well as the achievements of vocational education theory and practice. In this regard, linguodidactics, as a vital component of the education system, becomes particularly important, requiring pivotal changes and additions within its framework.

According to the concepts of anthropocentric paradigm in pedagogy, linguodidactics, and methods of teaching languages, the following points are emphasized: the centrality of a person, the communicative character of education, ac-tivity as the core of the education process, and culture as the core of any particular academic subject. Of the four main approaches to language education (communicative, personality-oriented, culturological and activity) in the post-Soviet space (in particular Russia and Kazakhstan), the activity-based approach, attributed to John Dewey, enjoys particular popularity. This American scholar associates the activity-based approach with the process of human activity aimed at shaping one's consciousness and personality as a whole. This approach has also been mentioned by L.S. Vygotsky, A.N. Leontiev, D.B. Elkonin, P.Ya. Galperin, V.V. Davydov and others. The fundamental principles of this approach form the basis of contemporary educational concepts: considering student's interests, learning through the development of thought and action, knowledge acquisition as a result of overcoming challenges, and free creative work and collaboration [1].

These concepts were then further developed by the works of I.A. Zimnyaya with the idea of the personal-activity approach in the 1980's. This approach stipulates that the center of learning is the student, who has individual characteristics, and takes into account their motives, goals, and psychological characteristics. In the modified form of modern education – the credit system, the student-centric approach means "the freedom to choose a path, the textbook, the methods, and in some cases even the partner in education – the teacher" [2]. According to Zimnyaya, education is a subject-oriented organization and direction "of the student's educational activities when solving educational tasks and problems of varying complexity specially organized by the teacher. These tasks develop not only the subject and com-

municative competence of the student, but also their own personality"[2]. With this type of training, different conditions are possible for different types of activities: communication in the form of a monologue, dialogue or polylogue, which are carried out both in educational and professional activities, that ultimately contributes to the formation of learning skills ("learning how to learn"). Similar trends are also observed in studies conducted by foreign authors. For example, teaching in modern conditions reflects a general shift in the anthropocentric paradigm: from a teacher activity oriented method to a deeper approach (personality-oriented learning), in which the student is considered an active builder of knowledge and an active participant in the learning process. Thus the role of the teacher is to involve students in appropriate activities that contribute to achieving the expected learning outcomes[3, 4]. In this case, modern educational theories assert that learning is naturally the acquisition and processing of information, most importantly through intellectual manipulation based on student's biological capital and creation of knowledge (assimilation, retention, application, creation of knowledge, ect.)[5].

This trend includes a competence-based approach to language learning (Bermus A.G., Davydov L.D., Zimnyaya I.A., Kogan E.Ya., Lebedev O.E., Khutorsky A.V., etc.). According to this approach, it is important to develop competence, such as the ability to use knowledge in educational, professional, and social fields. Therefore the key term is "competence". The scope of developing competence includes: a generalized method of action which ensures the productive performance of professional or other activities; the ability and willingness to apply both knowledge and skills to complete tasks in a professional setting; a combination of professional knowledge and skills which together contribute to the implementation of activities in a professional setting, etc. In this regard, within the context of language education system modernization, competence as a set of competencies is the basis for standardization within the framework of creating a common educational space.

From the perspective of anthropocentrism, it is important to consider the idea of linguistic personality – a complex, multilevel, multidimensional phenomenon, and the study of students as such. The main provisions of linguistic personality theory are initially laid out by Russian scientists, such as G. I. Bogin, U. N. Karaulov, V. I. Karasik, V. V. Kras-

nikh, A. A. Vorozhbitova, ect.[6]. Karaulov defines linguistic personality as "a person's combination of capabilities and characteristics, which determines their creation of speech (texts)"[7]. He identifies three levels: 1) verbal-semantic (lexicon); 2) linguistic cognitive (thesaurus); 3) pragmatic (motivational)[7]. Karaulov highlights the fact that each level is characterized by their own set of units and the relationships between them. He also notes the possibility of contrasting levels to one another and the unique way they interact in the speech of an individual. Such an approach presented researchers with potential ways of studying linguistic personality with varying degrees of generalization, highlighting the different aspects of study that determine its uniqueness. In this regard, current objectives include the study of the second linguistic-cognitive level, which stipulates the formation of a thesaurus for future specialists. The English physicist P. Roget is rightly considered the founder of modern thesauri, having systematically structured each group of terms. In his thesaurus, there are names for conceptual groups, synonyms for certain parts of speech, related terms, and cross-references to other categories. A distinctive feature of his work is the organization of words by parts of speech-nouns, verbs, adjectives, and adverbs-along with gradations of meaning, as well as an appended section providing groups of antonyms[8]. The Dutch linguist P.W. Sterkenburg offers three definitions of a thesaurus: first, as an explanatory dictionary presenting the entire lexicon of a language; second, as a dictionary of synonyms; and third, as a thematic dictionary that "presents the meanings of words and phrases, organized into thematic categories"[9]. W. Hüllen notes that onomasiological dictionaries are typically represented by existing general-language thesauri, distinguishing them from alphabetical dictionaries that focus on words as linguistic units. These thesauri establish connections from concept to word, arranging words by semantic proximity, thereby facilitating access to vocabulary most closely aligned with the intended meaning (see works:[10, 11]).

Adhering to the communicative-cognitive approach in the study of the learner's linguistic personality, our understanding of the term (in relation to the linguistic personality of a linguistics specialist) is founded on the generalization of all existing definitions of this phenomenon. This is a professional linguistic personality, which is a complex multifaceted structure, that has the necessary general scientific,

cultural, and special training in linguistics. Furthermore, the structure portrays higher abilities in its language and speech activities, basing its formation on the ability to perform speech actions and create various types of texts (discourse) on the linguistic-cognitive level shown in a linguistic personality. This in turn is represented by the thesaurus. Specifically during the period of study, a teacher's linguistic personality is most susceptible to acquiring professional knowledge, as well as the perception of various terminology in accordance with technological progress[12]. In addition, the activation of informatization and integration processes within the modern scientific and educational space necessitate the need to introduce an interdisciplinary approach into the language teaching system. In connection with the statements above, language education should be carried out on the basis of an integrated approach including: the synthesis of personality-oriented, competence-based, communicative-cognitive, and interdisciplinary approaches. This approach, in general, will allow for the consideration of modern requirements concerning the professional training of future specialists, as well as achievements in modern science (pedagogy, psychology, linguodidactics, cognitive linguistics, teaching methods).The goal of the article is to portray, from the standpoint of an integrated approach (personality-oriented, competence-based, communicative-cognitive, and interdisciplinary approaches), the formation of the thesaurus for the future linguist based on a developed system of exercises aimed at a phased, systematic, and in-depth study of highly specialized terms of profiling (compulsory subjects in the specialty) and elective (chosen subjects) disciplines at the university.

It is important to consider the modified multilevel educational system (undergraduate, graduate, and doctorate), and especially the professional training of the undergraduate program "Russian Language and Literature" in Kazakh higher education. Observations have shown that purposeful, complex work with lexicographic sources, texts concerning the specialty, the creation of thesaurus-oriented monologues and dialogues, and other means of linguistic study contribute not only to the formation of professional competence, but also the motivation of students to study in general education disciplines. This accordingly increases the quality of future specialists. Competence, according to various definitions, can be defined as a student's set of certain skills and abilities in a specific field of knowledge. In other words, a student's

set of competencies in a specific field of knowledge, for example, a student's knowledge about the lexicology of the modern Russian language.

The lexicology of the modern Russian language is the most mobile level of the language, covering the general scientific and special vocabulary, which is supplemented by loanwords. Loanwords are the most striking strata of language, reflecting lexical changes in a few key ways. One is the transition of borrowed words from the active dictionary to the passive one, and vice versa. Determinologization is another example. Lastly, loanwords reflect lexical changes by replenishing the Russian vocabulary through the emergence of new subjects, technologies, and events designated by new words (the bulk of which are from foreign languages).

Under the conditions of credit technology of education, taking into account the principle of scientific character and continuity of knowledge, prerequisites are indicated in training syllabuses and trajectories by profiling and elective disciplines (disciplines containing knowledge and skills necessary for mastering the discipline which is being studied). "Expected learning outcomes" are also prescribed competencies which consist of what a student should know and be able to do in each discipline, as well as at the end of professional training. For this project, knowledge of special vocabulary proved to be the most important competency. Throughout the course of the project, attention was directed to the research question of how to more effectively form a thesaurus for the future linguist. To do so, a series of exercises and tasks were developed with approaches based in linguodidactics and language teaching methodology. Throughout the course of research, analytical and synthetical methods were applied, including but not limited to: analysis and synthesis, definitional analysis, comparison and contrast, generalization and systematization, contextual analysis and the descriptive method.

2. Materials and Methodology

An exercise plan is a purposeful selection of different types of exercises and tasks to form and develop students' specific competence (such as selected lexicon from the set of key competencies) at a specific educational level (in this study, the undergraduate level in the "Russian Language and Literature" program at universities in Kazakhstan).

In linguodidactics, there are popular methods for exercises in teaching foreign languages. B. Eggert[13], I.A. Gruzinskaya[14], G. Palmer[15], E.P. Shubin[16], Ch. Friza and R. Lado[17], G.A. Bitekhtina[18], N.S. Obnosova[19], O.V. Sukhoi[20], A.D. Klimentenko[21], M.S. Ilyin[22], B.A. Lapidus[23], I.V. Rakhmanov[24], V.L. Skalkin[25], S.F. Shatilova[26], E.I. Passova[27], etc.

For example, Eggert's exercise methods identify learning subsystems that are focused on receptive and productive types of linguistic activity (listening, reading, speaking, and writing) as well as various aspects of language (phonetics, vocabulary, and grammar)[13].

The exercise plan laid out by G. Palmer[15] is aimed at the formation of correct spoken language skills: receptive (short answers to general questions), receptive-imitative (repetition of individual words or sentences after the teacher), and reproductive exercises (conditional and natural conversation). The methodology by Ch. Friza and R. Lado[17] incorporates psychological factors (exercises for reproduction, as well as, reproduction and imitation) and linguistic factors (transformational and distributive exercises).

In accordance with the methods of I.A. Gruzinskaya[14], there are four groups of exercises: vocabulary, grammar, phonetic and spelling, and actualized speech skills. These four groups are derived from the goal of teaching students all-encompassing linguistic mastery (reading, writing and speaking).

By the 1960's and 70's, language teaching methodology began to adhere to the principle of communicative-oriented exercises to encourage language material activation. Yet it is important to distinguish the difference between linguistic and speech exercises. According to I.V. Rakhmanov[24], a student's attention is directed towards mastering the form of a language unit as well as its meaning and use during speech exercises. This concentrates their attention on spoken content, and its form then becomes an object of involuntary attention.

The exercise methods of V.L. Skalkin[25] target teaching speech communication at simple and complex levels, as well as combined acts of speech activity. His work provides the following typology of exercises:

1. Imitative (receptive without relying on text), implementation requires students to reproduce a model in a ready-made form using the mechanisms of operational memory and perception;

2. Analog (receptive, relying on text), carried out through a simple combination of speech patterns (set phrases, cliches) using memory mechanisms, representation, perception, and thinking;

3. Imitative-analog (reproductive) with the production of lexico-grammatical adaptation based on imitative mechanisms and analog exercises;

4. Constructive (reproductive), which are based on a conscious choice of words, using a prepared sentence structure and are based on long-term memory mechanisms;

5. Artistic, independently performed, based on plans, diagrams, or keywords, with additional usage of long-term memory, thinking, and imagination;

6. Artistic, independently performed, without any use of samples or supporting elements.

This study is partially guided by this method, which creates exercise plans aimed at assimilation, memorization, and representation of linguistic terminology by students.

The analyzed works reveal that in developing their exercise plans, researchers have different perspectives and thus focus on various aspects: linguistic and speech; types of speech activity; linguistic and consciousness; conscious and unconscious in education, as well as different language levels (phonetics, vocabulary, and grammar), different forms of speech (oral and written), and others. The problem of different perspectives regarding exercise plans can be explained by its versatility and the possibility of approaching it differently. The study follows the proposed integrated approach: personality-oriented (in the process of learning to focus on the language personality of the student and his characteristics), competence-based (development of set competencies necessary for the professional activity of a future specialist, in this case, lexical competence), communicative-cognitive (focus on thesaurus formation for the future linguist), interdisciplinary (focusing on the systemic perception and assimilation of professional knowledge from different scientific fields).

Within modern teaching methods, there are different typologies for Russian language education. First is the strategic and tactical typology[28], which includes: the attention to language matter principle, the understanding language meanings principle, the developing speech expressiveness

principle, the developing a sense of language principle, and the oral and written speech comparison principle[29]. There are also didactic and methodological principles, such as the principle of educative learning, the principle of scientific nature, the principle of visualization, and the principle of succession. Another form of Russian language education typology is the partial methodological principles: linguistic phenomena and meaning differentiation, the reliance on language sense, the relationship of oral and written speech development, the training of speech organs and the writing hand, consistent increases in the learning pace, and the attention to the expressiveness of speech. Lastly, there are special principles which include, teaching phonetics, lexical and set-phrase material, morphology, and syntax. There are also other typologies and principles not listed[30].

When developing and presenting lexical and grammatical material in an exercise plan, it is essential to take into account general methodological principles: the principles of scientific nature, accessibility, systematic consistency, sequencing, continuity and clarity. The principle of scientific nature is preserved through teaching the subject using modern scientific concepts and paradigms, i.e. through the use of modern scientific information. The principles of systematic consistency and sequencing are closely interrelated and mutually dependent, allowing for the study of a particular discipline in a systematic and strictly consistent form (for example, when learning a language, they correspond to the following levels: phonetics, lexicology, morphology, syntax, ect.). Additionally, theoretical materials are presented from simple to complex. The principle of succession is reflected in the compilation and construction of training programs, textbooks, teaching aids, and syllabi, which allow for the generalization and systematization of previously studied material (prerequisites) and the need for the subsequent subject matter (post-requisites). The principle of visibility contributes to the formation of students' ideas and concepts which are based on the visual perception of objects and phenomena (based on modeling, mapping, and more). Throughout the course of the study, exercise formation adhered to the above principles.

3. Results and Conclusions

The scope of this paper is limited to the educational aspects of teaching a future linguist. This includes the ac-

quisition of knowledge in profiling and elective disciplines (knowledge components) and the ability to use the acquired knowledge in practice (communicative component). Standardized and functional educational programs for training specialists are being developed and updated in accordance with the Government System of Technical Regulations of the Republic of Kazakhstan. The current required course list for students specializing in "Russian Language and Literature" is: "Introduction to Linguistics", "The Russian Language Phonetic System", "The Lexical and Phraseological Systems of the Russian Language", "The Russian Morphological and Word-formation System", "Russian Syntactic System", "Methodology of Teaching Russian in the Updated Program Conditions", "Scientific and Methodological Foundations of Teaching Russian Language and Literature in School", "New Standards and Curricula", "Information and Educational Technologies for Teaching Russian Language/Literature in School". Elective courses, which are aimed at examping and deepening the level of student specialization, include courses such as: "Fundamentals of Lexicography in School", "Fundamentals of Orthography in School", "Fundamentals of Punctuation in School", "Orthoepic Norms of the Russian Literary Language", "Practical Stylistics", "The Pragmatic Aspect of the Russian Language", "The Russian Language: A Practical Course", "The Methodology of Studying Educational Texts", "The Culture of Speech"[31].

Within the framework of educational goals in Kazakh universities, the educational program "Russian Language and Literature" includes the following in the composition of modern linguistic terminology: general linguistic terminology, reflecting the basic and key commonly known concepts, to all areas of training and highly specialized linguistic terminology reflecting the subject levels of linguistics: phonetics, phonology, lexicology, phraseology, word formation, morphology, syntax, etc. The analysis of undergraduate courses trajectories shows the need for systematic and consistent study of required and elective disciplines in modules, as follows: Module 1-2. 1k., 1-2 semesters: the required course "Introduction to Linguistics", the required course "The Russian language phonetic system", then as a post-requirement elective "Orthoepic norms of the Russian literary language".

Module 3-4. 2k., 1-2 semesters: required course "Lexical and Phraseological Systems of the Russian language", as a post-requirement of the elective "Fundamentals of Lexicog-

raphy in School"; required course "The Russian Morphological and Word-formation System", as a post-requirement of the elective "The Fundamentals of Orthography in School", the required course "The Russian Syntactic System", as a post-requirement of the elective "Fundamentals of Punctuation in School".

Module 5-6. 3k., 1-2 semesters: required course "Scientific and Methodological Foundations of Teaching Russian Language and Literature in School", elective "The Methodology of Studying Educational Texts"; as a post-requirement elective: "Practical Stylistics", "Pragmatic Aspect of the Russian Language", "The Culture of Speech".

Module 7-8. 4k., 1-2 semesters: required course "New Standards and Curricula", as a post-requirement of the required course "Methodology of Teaching Russian in the Updated Program Conditions"; elective: "The Russian Language: A Practical Course", "Information and Educational Technologies for Teaching Russian Language and Literature in School". Pre-graduate practical (see **Table 1**).

As shown, there is a wide range of necessary knowledge that must be assimilated, understood and used by future linguists in the specialty: 8 required courses and 11 electives. However, what is it that pertains to the typology of terms and the scope of linguistic terminology? For example, T.V. Zherebilo distinguishes ten types of terms from various linguistic areas: 1) Terms characterizing the nature of language; 2) Names of language existence forms; 3) Terms characterizing language as a special kind of sign system; 4) Terms connected with the language system and structure; 5) Terms naming the processes underlying the language's changes and development; 6) Terms indicating the relationship between language and thought; 7) Terms naming the components that make up form and content; 8) Names of linguistic meaning types; 9) Terms describing language as a social occurrence; 10) Terms reflecting theories of language origin [32].

Thus, students face a difficulty when trying to correctly utilize terminology in oral and written speech for educational and professional activities. Several conditions are necessary for the successful development and active use of terms, which will ensure the effectiveness of dictionary-terminological work in the process of training future specialists. For example, O.I. Zhdanko proposes a lexical exercise system for learning a foreign language, which is aimed at improving professional competencies. "When considering the lexical exercise system, it is necessary to dwell in detail on language (preparatory) and speech exercises. Both types of exercises train lexical material at word, phrase, sentence and super-phrasal unity levels, which can be executed by students in written or oral form, either in the classroom or independently (which is preferable), individually, in pairs, or small groups" [33]. Zhdanko reviews each exercise separately to describe both their goals and types. For example, language exercises, seeking to help assimilate form and meaning of a new lexical unit, include the following: differentiation, aimed at highlighting common and distinctive features of the studied lexical units; imitation, for memorizing graphic and sound forms of new lexical units, as well as for creating associations; substitution, for automating the selection mechanism when constructing messages by analogy, when new lexical units are used in already known grammatical structures; transformation, aimed at replacing, expanding, or shortening a replica or a part of it; reproduction, for students to produce replicas of learned lexical units. Speech exercises are differentiated from language exercises because they are closely related to the natural processes of communication and are characterized by generality, automation and dynamism, and non-translatability. These include: exercises in description and expressing attitudes, assessments, and retelling the text in one's own words.

One condition for the formation of professional competence in future linguists at an undergraduate level is the accumulation of professionally oriented vocabulary, otherwise known as thesaurus oriented vocabulary. In the context of linguistics (language) teaching, it is important to acquire and wield highly specialized vocabulary in tasks aimed at furthering lexical competence. A future specialist requires such vocabulary for the qualitative performance of their duties, communication with colleagues, orientation in documentation, and working with specialized and reference literature. "One of the most important components in education is the study of professional vocabulary. It forms the basis of specialization, and is the most dynamic process when one considers how quickly new professional terms appear, and the old ones fall out of use" [34].

Y.N. Karaulov and A. K. Krupchenko suggest a multi-level learning strategy, based on a multilevel model of linguistic personality. At level zero is the formation of automated skills for the use of standard constructions. The first level is

Table 1. Example of a study plan.

Ourse	Term	Main Educational Disciplines	Elective Disciplines
Module 1-2			
1	1	Introduction to Linguistics	
1	2	Phonetic system of the Russian language	Orthoepic norms of the Russian literary language
Module 3-4			
2	1	Lexical and phraseological systems of the Russian language	Basics of lexicography at school
		Morphological and word-formation system of the Russian language	Basics of spelling at school
2	2	The syntactic system of the Russian language	Basics of punctuation in school
Module 5-6			
3	1	Scientific and methodological foundations of teaching Russian language and literature at school	Methodological aspect of the study of the educational text
			Practical stylistics
3	2		The pragmatic aspect of the Russian language
			Culture of speech
Module 7-8			
4	1	New standards and training programs	Practical course of the Russian language
		Methods of teaching the Russian language in the conditions of the updated program	Information and educational technologies in teaching Russian at school
			Information and educational technologies in teaching literature at school
4	2	Pre-graduate practice	

the development of texts according to themes and semantic fields, as well as the summary of source texts. The second level is language conformity as a means for useful communicative conditions (use of the appropriate vocabulary and style in concrete spoken situations, in a way that is understood by all participants)[35]. The following development of exercises and tasks were based on these ideas.

It is important and necessary for students to know terms, primarily for the expansion of language understanding, formation of knowledge about language components, and the identification of connections between vocabulary and other language aspects. Effective mastery of the terms can be achieved through well-organized work with them. This includes various tasks of a thesaurus-oriented nature: the introduction and explanation of terminological units, synonym and antonym selection, the formation of different types of phrases, the compilation of statements/sentences, creative

control forms (crosswords, puzzles, quintets), monologue creation, dialogue participation, polylogues, role-playing games, ect. Such work is provided, at the lexical level: four blocks are conditionally given, with the goal of mastering, understanding, and memorizing the term (exercise blocks one and two – receptive and reproductive), as well as consolidating and controlling the knowledge concerning the studied terms (exercise blocks three and four – transformational and creative).

Analysis of the educational process organization and observations have shown that in traditional lectures, basic terminology definitions are given in a prepared format, which are recorded by students under dictation or mechanically copied from the slide. Though at seminars, work is mainly carried out on dictionary articles of new terms, which are written out by students or professors from lexicographic sources separately. In this line of work, there are no active cognitive

and search activities by the student, no intense mental work in acquiring and assimilating knowledge, and no effort applied to memorization and utilization of a term in oral and written speech. In this regard, it is necessary to significantly enhance the work format with linguistic terminology, activating the student's activity based on an integrated approach to language teaching. It is also necessary to conduct creative seminars on the study of terminology prior to lectures, in an effort to facilitate the perception of theoretical material and easily "immerse" in the content. A 3-credit volume of training in a major discipline traditionally includes 1 hour of lecture at the beginning of a schedule, and then 2 continuous hours for seminars. Instead, it is advisable to operate differently: seminar 1 – lecture – seminar 2, specifically in several stages: preparatory stage, Seminar 1 (adaptation), Lecture (main), Seminar 2 (training-fixing), then the final stage (see **Figure 1** below).
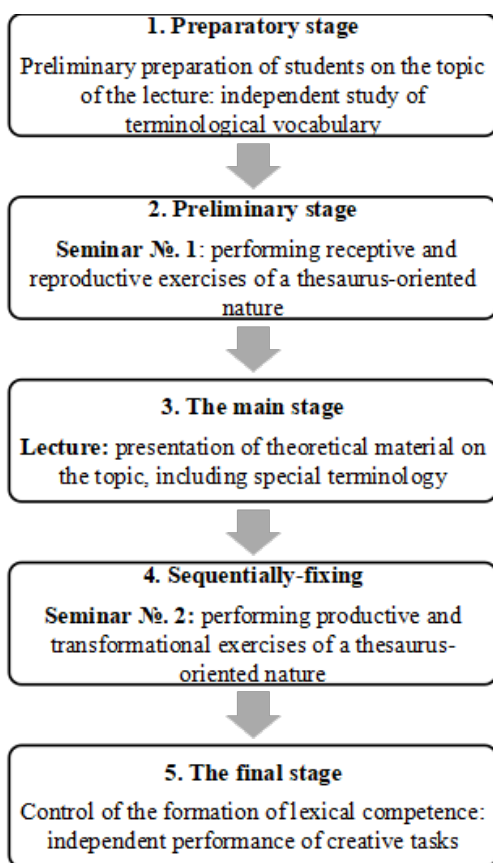

Figure 1. Work steps.

As such, deep and systematically organized work should be carried out by both the teacher and the student, within the framework of all required and elective courses.

Students should prepare an expanded glossary for each subject, and upon completion of the academic year, should submit all prepared materials on linguistic terminology in portfolio format with a required presentation. An example of a Glossary from the class "Practical Stylistics" (see **Table 2** bellow).

The collected material from all subjects in the specialty (required and elective) in the form of a Glossary, will be presented to students as a consolidated portfolio at the end of their undergraduate studies. Based on the quality of the prepared work, it will be possible to judge a graduating linguist's level of professional training. Consider the **Figure 2** below:
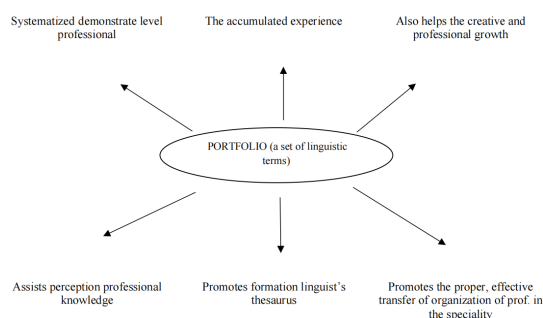
Figure 2. Format "Portfolio".

Thus, the work executed will contribute to the formation of a higher quality thesaurus for the future linguist, as well as increased motivation for knowledge at all learning stages.

To demonstrate the process of thesaurus formation among future philologists and identify possible outcomes, we conducted a dynamic experimental survey among undergraduate students from the first to fourth years of the Philology Faculty majoring in "6B01703 – Russian Language and Literature". To facilitate monitoring, two groups of participants were selected: Group 1 consisted of students following a standard curriculum, while Group 2 was an experimental group where students were engaged in an alternative educational regime.

In the experimental group, an in-depth, systematic study of specialized terminology was implemented. This included maintaining vocabulary notebooks, compiling glossaries for each discipline, completing a variety of exercises and assignments aimed at understanding, memorizing, and applying professional terms in practice, and organizing professional role-playing games and other activities.

GLOSSARY
according to the Elective Discipline
"Practical stylistics"

GRAMMAR STYLISTICS consists of two sections: morphological and syntactic. Morphological stylistics is a section of practical stylistics, which considers the norms for the use of grammatical forms of words, the expressive possibilities of different parts of speech. Syntactic stylistics can be defined as the doctrine of the construction of speech in terms of its stylistic properties (2, p. 100).

LANGUAGE STYLE. 1. A kind of language that is traditionally assigned to each sphere of social life in a given society and differs from other varieties in the field of vocabulary, grammar, phonetics. The same as the functional style. 2. Variable means of language used in various communication situations, depending on their stylistic coloring: a) neutral; b) more "high" bookish; c) more "low", colloquial, or familiar-colloquial, colloquial-colloquial (3, p. 373).

LEXICAL STYLISTICS – this is a section of practical stylistics associated with the choice of a word in accordance with its lexical meaning (synonymy, antonymy, paronymy), with the choice of a word in accordance with its lexical compatibility, with the choice of a word depending on stylistic affiliation (2, p. 58; 74 ; 85).

NORM. 1. The accepted speech use of linguistic means, a set of rules (regulations) that regulate the use of linguistic means in an individual's speech. The norm is orthoepic. The speech norm. The norm is stylistic.(1a, p.261).

PRACTICAL STYLISTICS. The section of linguistics that develops recommendations that should ensure the correct use of language in accordance with the specifics of various speech situations (different areas or spheres of speech application) (1, p.445-598).

STYLE (syllable, language) English style, French style, German. Stil, ucti. estilo. One of the differential varieties of the language, a language subsystem with a kind of dictionary, phraseological combinations, turns and constructions that differ from other varieties mainly by the expressive and evaluative properties of its constituent elements and are usually associated with certain areas of speech use (1, p. 445).

STYLISTICS is a linguistic discipline that studies the functioning and use of linguistic means in speech communication by native speakers of a given literary language (2, p. 8).

STYLE OF SPEECH. 1. A generally accepted manner, a way of performing any type of speech acts: oratorical speech, everyday dialogue, friendly message. 2. Individual manner, method of performing a speech act or work: the style of communication between the teacher and the students, the style of early Pushkin. (3, p. 373).

STYLISTIC USES. The generally accepted system of stylistic use of linguistic means, "communicative skills of language use" (3, p. 372).

THE STYLE OF SPEECH IS INDIVIDUAL (syllable). A style based on the individual use of word forms, the lexemes themselves, rooted in linguistic synonymy, generating speech synonymy. The syllable as an individual style of speech consists of the selection of general language and general style means, their combination in specific conditions of speech and genre to reveal the topic, ideological and aesthetic content and the personality of the speaker or speaker. The style of speech is reflected in the norms of the language, and this ensures the accuracy, clarity and expressiveness of speech. The individual style of speech includes features that are caused by the author's belonging to a certain social environment, profession (3, p.375).

List of sources used:
1. 1. Akhmanova O. S. Dictionary of linguistic terms. – Moscow: Soviet Encyclopedia, 1966. – 598 p.
2. Lytkina O.I., Selezneva L.V., Skorokhodova E.Yu. Practical stylistics of the Russian language : studies. stipend. – 4th ed., ispr. and add. – M. : Flint : nauka, 2013. – 208 p.
3. Zherebilo T.V. Dictionary of linguistic terms. 5th ed., ispr. and dop. – Nazran: LLC "Pilgrim", 2010. – 486 p.

The experiment was carried out in several stages:

I. Preparatory Stage

This phase involved the following activities:

1. Development of the questionnaire content and its digital format.

2. Organization of participants and conducting instructional sessions.

3. Completion of personal data fields as required in the questionnaire.

II. Main Survey Stage

The survey assessed students' knowledge at different control levels:

1. Initial Assessment: Conducted at the beginning of the first semester for first-year students.

2. Formative (Intermediate) Assessment: Conducted at the end of the fourth and sixth semesters for second- and third-year students.

3. Final Assessment: Conducted at the end of the seventh semester for fourth-year students.

III. Concluding Stage

This phase included analyzing and interpreting the survey results. It is important to note that the results of the survey in the standard group showed only a modest increase in the knowledge of specialized vocabulary between the initial and final stages of monitoring. This finding underlines the need for more substantial efforts in this area.

Within the scope of this article, we focus on presenting the survey conducted in the experimental group and describ-

ing its outcomes. A total of 20 respondents participated in the experiment.

Preparation of the Digital Questionnaire

The questionnaire was developed using the Google Forms service and was completed by students online via a dedicated link: (https://forms.gle/aU31tSPLh1MgWRjd9). It was filled out during a scheduled session in the presence of the instructor and the experimenter. The survey was conducted anonymously.

Instructions for the Survey

An introductory session was conducted to explain the topic, goals, and significance of the survey, aiming to motivate participants. The duration of the survey was determined by the total number of specialized terms to be identified, presented in the form of single words, phrases, or short expressions (30–50 minutes).

1. Initial Assessment

Questionnaire Development: Using the methods of comprehensive sampling and frequency analysis of specialized terminology, we selected the following 20 narrowly specialized terms: complement, verb, word root, pronoun, adverb, adverbial modifier, ending, attribute, sentence, adjective, prefix, subject, speech, word, phrase, predicate, noun, suffix, numeral, language.

Survey Objective: To obtain objective data on the knowledge of definitions of specific specialized terms that should be part of the active vocabulary of first-year students, in line with the curriculum for the subject "Russian Language" at secondary school.

Results Analysis: Upon completing the initial assessment, a quantitative-statistical analysis of the survey data was conducted. Among 20 respondents:

- students provided correct answers (10.5%),

- students gave incomplete answers (26.3%),

- students gave incorrect answers (63.2%).

2. Intermediate Assessment

Questionnaire Development: Using comprehensive sampling and frequency analysis of interdisciplinary specialized terminology, the following 20 terms and expressions were selected: anthropocentrism, archetype, utterance, grammar, communication, competency-based approach, speech culture, lexeme, literary criticism, literary language, metalanguage, methodology, morpheme, paradigm, practical stylistics, Russian literature, modern Russian language, com-

plex syntactic unit, philology, phoneme.

Survey Objective: To obtain objective data on the knowledge of definitions of specific interdisciplinary specialized terms, presumably forming part of the active vocabulary of students at this stage of undergraduate education.

Results Analysis: After the intermediate assessment, a quantitative-statistical analysis of the survey data was conducted. Among 20 respondents:

- students provided correct answers (35%),

- students gave incomplete answers (40%),

- students gave incorrect answers (25%).

3. Final Assessment

Questionnaire Development: Using comprehensive sampling and frequency analysis of profiling specialized terminology, the following 20 terms and expressions were selected: associative experiment, derivatology, discourse, lexicography, lexicology, linguistic cultural studies, concept, conceptosphere, conceptual analysis, morphology, modern Russian literary language, orthography, orthoepy, pragmatics, punctuation, syntax, thesaurus, terminology, functional grammar, philological analysis.

Survey Objective: To obtain objective data on the knowledge of definitions of specific specialized terms within the field of specialization, presumably forming part of the active vocabulary of students at this level of undergraduate education.

Results Analysis: Following the final assessment, a quantitative-statistical analysis of the survey data was conducted. Among 20 respondents:

- students provided correct answers (75%),

- students gave incomplete answers (15%),

- students gave incorrect answers (10%).

Presented here are tasks in the form of selective exercise units, only for illustration and not in full. The comprehensive system of exercises and tasks will be presented in the full work.

The following information will focus on a system of thesaurus-oriented exercises developed during the research process, which are aimed at forming the lexical competence of undergraduate linguistics students at the university level.

Exercise Block 1. The work on lexicographic sources to identify the main meanings and interpretations of concepts is an important part in special terminology assimilation. These can be exercises aimed at creating thematic groups of terms,

where the main goal is to form the ability to group terms by common features. Terms can be classified in different ways: lexical, morphological, phonetic, grammatical, morphemics, word formation, and others. It is also possible to offer comparative exercises: compare one group of terms with another, determine the essential features presented in a term, identify commonalities within the definition of comparable terms, find differences, and determine their functions.

See examples below:

Exercise 1. Read and define the following terms.

Lexicon, label, reference, thesaurus, preface, definition, index, interlex, terminography, complex syntactic whole, paragraph, phraseology, punctuation, insertion constructions, named sentence, semantics, denotation, addressee, addresser, pragmatics.

Exercise 2. Read the following terms and classify them by sections of the Russian language.

Morpheme, derived word, archaisms, historicisms, neologisms, sound, syllable, articulation, language functions, phrase, speech tact, impersonal sentence, generalized-personal sentence, compound sentence, orthogram, hyphenated spelling, doubled consonants.

Exercise 3. Replace the ellipses with the appropriate term.

Pragmatics – a linguistics term denoting a section ..., that studies the relationship between sign systems and those who use them. 2. A lexeme is a completely material unit of a language consisting of ... when pronouncing and ... in writing. 3. The subject is the main component of the sentence, which denotes the subject, phenomenon, action, sign, and the state of which is explained .... 4. In the sentence, the adjective is most often ..., but it can also be a predicate. 5. Verbs have forms ... that show how the speaker evaluates the action, i.e. whether he considers it real or possible under any condition or desirable.

Exercise 4. Select language examples/equivalents of the following terms.

Informatization, predicate, subject, communication, interlex, idiolex, lexeme, pragmeme, reform, predicate, paremia, definition, punctogram, jargonization.

Exercise 5. Read the following words and group the terms with a common suffix.

Morphemics, synonyms, stress, phraseological units, pronouns, antonyms, paronyms, phonetics, vocabulary, ar-chaisms, definition, syntactics, conversion, homonyms, pragmatics, ending, neologisms.

Exercise Block 2. As is well known, the assimilation of linguistic terms and concepts is demonstrated by the ability to use them. Identifying assimilation levels of concepts can be accomplished through the use of cognitive tasks that form thinking skills, such as analysis, synthesis, comparison, isolation of individual features, systematization, ect. One can offer variants of terminological dictation. Examples of such include the following:

Exercise 1. Read the following terms and construct sentences using them.

Phonetics, phoneme, phrase, stress, intonation, sound, syllable, articulation, alternation, norm, spelling, orthoepy, suffix, ending, collocation, sentence, subject, complement, circumstance, secondary parts of the sentence.

Exercise 2. Read the following terms and identify their meanings, then break them into component parts.

Spelling, orthogram, punctogram, sociolinguistics, onomasiology, semasiology, etymology, lexicology, derivatology, phraseology, orthoepy, lexicography, morphology.

Exercise 3. Define the following words, and divide them into thematic groups.

Word formation, word-formation nest, syntactic model, syntactic function, syntactic meaning, syntactic category, word base, linguistic unit, word-formation chain, syntactic connection, modality, inflection, prefix.

Exercise 4. Formulate definitions for terms of one thematic group and write them down.

Sentence, predicate, circumstance, complement, homogeneous sentence terms, definition, subject, word base, root, suffix, inflection, prefix, definitely-personal sentence, indefinite-personal sentence, impersonal sentence, generalized-personal sentence.

Exercise 5. Read the definitions and determine the corresponding terms.

A section of linguistics devoted to the study of a word's original word-forming structure; a research procedure aimed at revealing the origin of a word; a field of linguistics dealing with the establishment of the origin of a word and its connection to other words; the core meaning of a word; a section of linguistics studying word-formation relationships in a language; the science of creating new names as motivated one-word language signs; word formation as part

of onomasiology; a segment of written speech consisting of one or more sentences; an independent part of speech that denotes the number, quantity and order of objects. Answers questions: How much? Which?; words similar in sound and morphemic composition, but differing in lexical meaning.Exercise Block 3. One of the most effective work forms with terms is the completion of logic tasks, which aid in creative and analytical development. These exercises can be used for starting, intermediate, or high levels, and in introducing new topics.

Exercise 1. Make a crossword on the presented topic.

A sample crossword on the topic "Vocabulary", see the following tasks:

Horizontal:

1. Words that are used mainly by people in the same profession (jargon).
2. Words that name objects and events that have disappeared from our lives (historicisms).
3. Words that are opposite in lexical meaning (antonyms).
4. Words used mainly by residents of the same locality (dialectisms)

Vertical:

1. Stable combinations of words that are close in lexical meaning to one word (phraseological units)
2. Words that came into a language from other languages of the world (borrowed words).
3. Obsolete words (archaisms)

Exercise 2. Make a riddle on the presented topic.

Please note:

Riddle – a puzzle that combines the use of pictures in sequence with individual letters to represent words or phrases. It helps expand vocabulary by selecting synonyms, as well as develop intelligence and logic. To illustrate, see the description below.

Riddle description:

The picture shows the letter "L", and under it a combination of the letters "HEDGEHOG" (1), then there is a drawing of a cloak and two commas are inserted to the left of it (2), then a drawing of a fan and one comma on the left and one comma on the right (3) are presented.

Comment:

(1) in such a position, a word or syllable is read with the addition of prepositions "ON", "OVER" or "UNDER").

In our case, the meaning fits "UNDER", it turns out part of the word: "SUBJECT".

(2) two commas symbolize the dropping of the first two letters from the word CLOAK, it turns out: "SUBJECT".

(3) Then one comma on the left and one on the right means removing the first and last letters from the word FAN, the answer is: "SUBJECT". Consider the **Figure 3** (riddle) below:

Figure 3. Riddle.

Exercise 3. For a different topic, make a cinquain.

Please note:

Cinquains are creative works in the form of a short poem (five non-rhymed lines). It is written according to the following rules (*T.n.: the rules laid out are as written by the author. However, different nationalities have different rules.*):

Line 1: One noun expressing the main theme.

Line 2: Two adjectives expressing the main idea.

Line 3: Three verbs describing actions within the topic.

Line 4: A phrase that has a certain meaning.

Line 5: Conclusion in the form of a noun (association with the first word).

Syntax.

Functional, communicative.

Study, examine, determine.

The structure of sentences and phrases.

Order.

Exercise 4. For a different topic, make a concept map. A concept map is a tool that allows you to structure information and think creatively. These thoughts are expressed in a graphic.

The following is a basic algorithm for creating a concept map:

1. A basic idea is deemed the focus of attention and is expressed in a central word/image.
2. The basic idea is then implemented in a system of topics, which are divided into categories.
3. Concepts/branches generate a system of their own

associations, which branch from the second level and are also indicated by keywords, images, color and pattern.

4. Associations continue to branch off as the levels progress.

For example, after studying S. S. Averintsev's article "linguistics", printed in *The Great Soviet Encyclopedia,* and reprinted posthumously under the title "Sofia – Logos. A Dictionary"[36], first year doctoral students in the Department of Russian Linguistics at Al-Farabi Kazakh National University developed concept maps. **Figure 4** is one such example to illustrate the concept "Philology" (see **Figure 4**: Concept map of E. Seytkazy).
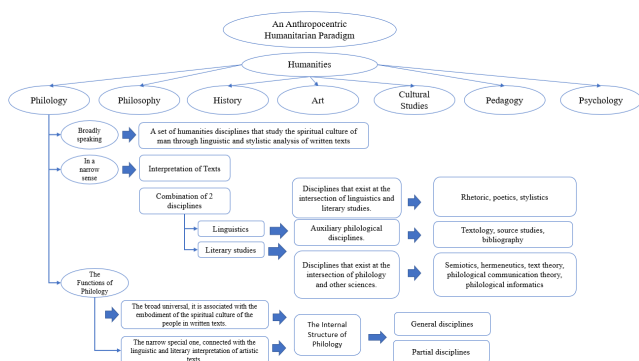

Figure 4. Concept map.

At the 1st level, it is schematically noted that the word linguistics belongs to the group of humanities (philosophy, history, cultural studies, psychology, and others).

At the 2nd level, using arrows, the meanings of the word linguistics are presented in a broad (set of disciplines that study human spiritual culture through language) and narrow (interpretation of texts; a combination of two disciplines: linguistics and literary studies) understanding.

At the 3rd level, disciplines related to LINGUISTICS and LITERARY studies are clarified, for example, the arrows mark disciplines existing at the junction of linguistics and literary studies (rhetoric, stylistics, poetics); auxiliary disciplines (textual, source studies, bibliography) and disciplines developed at the junction of linguistics and other sciences (semiotics, hermeneutics, text theory, communication theory, etc.).

At the 4th level, the functions of LINGUISTICS are noted: broad universal (associated with the embodiment of the people's spiritual culture in written texts) and narrow specific (associated with linguistic and literary interpretations of

texts), on the basis of which general and specific disciplines can be defined.

Experience has shown that executing such exercises increases motivation levels to study a particular discipline.

Exercise Block 4. Tasks that promote the use of special terminology in personal situations (real and imaginative) through simulating professional situations and encouragement to use the appropriate terms. These exercises can be presented in the form of discussions, conferences, and role-playing. For example:

Exercise 1: Think and Compose a monologue on the topic: "Who is considered a polyglot?" (or: "Which scientific discipline is the most relevant today?", "Is it right to start teaching English in preschool?", ect.)

Exercise 2. Prepare for and take part in a discussion on the following topic:

"It is necessary to rid the Russian language of all borrowed words from the last decade", "It is acceptable to use slang and obscene vocabulary in works of art", or "It is not necessary to study phonetics (morphemics, morphology, syntax) to become a well-read person".

Exercise 3. Prepare for and take part in a conference on the topic:

"Modern problems in Kazakh linguistics", or

"Current issues and trends in linguistic development and linguodidactics in Kazakhstan".

Exercise 4. Prepare for and take part in a role-playing exercise on the topic: "Define the word".

Please note:

This game is recommended for the beginning of lessons. The student is to make up a word and indicate its distinctive features, ideally making up word-terms or words that differ in morphemic or morphological features.

For example, one can guess the word declension and list the following characteristics: the root, prefix and suffix of the chosen and/or declined word. I.e. The ending of the non-declined noun is this, and it is singular and masculine, and the word is a grammatical term. The winner is the one who guesses the word first.

Analysis and observations have shown that performing such exercises activates students' cognitive activity and elevates professional interest in essential questions which arise in the specialty.

In summary, it should be noted that all exercises have

pros and cons, and their effectiveness increases with their complex and systematic implementation in training processes [37, 38]. The proposed system of exercises will help students to better master highly specialized terms and concepts, and skillfully apply them in their educational, research, and future professional activities.

4. Conclusions

The above material defines the important role of terminological work in the process of students mastering linguistic concepts, since professional language needs require the acquisition of a certain amount of terminological vocabulary in the higher education process. For successful linguistic terminology teaching to a future linguist, a comprehensive purposeful work is necessary to study, perceive, understand, and represent both general scientific and highly specialized terms in the process of educational, scientific research, and future professional activities. To achieve this goal, this research has developed a system of tasks which contribute to a more effective linguistic terminology assimilation, development and improvement in the skills and abilities to consciously use terminological units, and enriching a student's thesaurus. Therefore, properly organized terminological work in linguistic classes contribute to the formation of a future linguist's professional competence.

Prospects for further research include:

1. Develop a dictionary of linguistic terms in printed and digital forms;
2. Textbook adaptation, aimed at organizing the work executed by students of various grades with linguistic terminology
3. Develop methodological recommendations for working with terminology in schools and universities

Author Contributions

S.S. collected the necessary literature on the theoretical part and conducted the experiment, processed its results; formulated preliminary conclusions; presented the article material in accordance with the requirements. A.A., N.S. collected the factual material, studied it, analyzed and processed it in the form of tables; carried out work on translating the text into English. Y.G. summarized the theoretical and practical parts and systematically presented the article material

in accordance with the main provisions. A.T. carried out general organizational, scientific and methodological work on the article, corrected the text of the article in accordance with the requirements, checked technical, spelling, punctuation, stylistic errors.

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As you know, the exercise system is a purposeful selection of different types of exercises and tasks in order to form and develop students' specific competence (for illustration, we selected lexical from the set of key competencies) at a specific level of the educational process (in our case: within the framework of the bachelor's degree in the general education program "Russian Language and Literature" at the University of Kazakhstan).

In linguodidactics, systems of exercises in teaching foreign languages by B. Eggert [13], I.A. are popular. Gruzinskaya [14], Palmer [15], E.P. Shubin [16], Ch. Frieze and R. Lado [17], G.A. Bitekhtina [18], N.S. Obnosova [19], O. V. Sukhoi [21], A. D. Klimentenko [22], M.S. Ilyina [23], B.A. Lapidus [24], I.V. Rakhmanova [25], V.L. Skalkin [26], S.F. Shatilova [27], E.I. Passova [28] et al.

Conflict of Interest

The authors stated that there are no conflicts of interest.

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