



DEVELOPING A SYSTEM OF EXERCISES AND TASKS TO ENHANCE LEXICAL COMPETENCE IN FOREIGN LANGUAGE INSTRUCTION FOR B1-LEVEL STUDENTS OF NON-LINGUISTIC DISCIPLINES IN HIGHER EDUCATION

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Abstract

This work addresses the development of a system of exercises and tasks aimed at forming and enhancing lexical competence at the B1 level in the process of teaching foreign languages to students of non-linguistic higher education institutions. The study theoretically substantiates the content of lexical competence, its communicative and pragmatic significance, and its role in professionally-oriented education. Furthermore, it is shown that the system of exercises is structured based on receptive, reproductive, productive, and integrative stages, and serves to develop students' skills in effectively applying their lexical knowledge in active speech. The results of the study are of practical importance for improving foreign language teaching methodology and enhancing the professional-communicative competence of students.

Keywords: Lexical competence, B1 level, foreign language teaching, non-linguistic education, system of exercises, communicative approach, pragmatic competence, professionally-oriented education, lexical skills, interactive methods.

Introduction

Developing a system of exercises and tasks to enhance the lexical competence of B1-level students in non-linguistic universities requires a comprehensive, functional-pragmatic, and communicative-oriented approach. At this stage of learning, it is crucial not only to expand vocabulary quantitatively but also to



develop skills for the appropriate and relevant use of lexical units in various professionally-oriented and academic situations.

First and foremost, lexical competence at the B1 level presupposes mastery of a basic and partially specialized core vocabulary, which ensures the ability to understand and produce utterances in typical communicative situations. In the context of non-linguistic specializations (such as technical, economic, or pedagogical fields), the focus shifts toward terminological vocabulary, set expressions, and functionally significant linguistic patterns.

The system of exercises should be built on the principle of progressive difficulty and include several interconnected stages:

1. Receptive Lexical Acquisition Stage

At this stage, students are introduced to new lexical units and form an initial understanding of their meaning, form, and scope of use. In this process, lexical material is primarily presented in context, i.e., through text, audio, and video materials. Receptive acquisition is closely linked to cognitive mechanisms (perception, recognition, comprehension) and builds students' passive vocabulary. The tasks used at this stage serve not only to understand meaning but also to grasp semantic connections through context:

- matching a word with its definition (semantic matching);
- choosing the correct translation (multiple-choice translation);
- determining meaning through context (contextual guessing);
- identifying key lexical units in the text (keyword identification);
- finding synonyms and antonyms;
- predicting meaning based on visual materials (images, infographics).

The main objective of this stage is for students to recognize lexical units, comprehend their semantic field, and commit them to memory.

2. Reproductive Training Stage

At this stage, students learn to process previously acquired lexical material and apply it based on standard speech patterns. Reproductive activity is aimed at



reinforcing language units through semantic connections rather than mechanical repetition.

The following types of exercises are considered effective at this stage:

- filling in the blanks in sentences (gap-filling);
- restructuring or transforming sentences (sentence transformation);
- forming phrases and collocations (collocation building);
- word formation exercises (using prefixes, suffixes);
- constructing sentences using given words;
- using lexical units in the correct grammatical form.

This stage develops students' skill in using lexical units in their correct form and in simple speech situations. It also serves as an intermediate stage leading to automatization.

3. Productive Use Stage

At this stage, students transition to using their lexical knowledge independently in speech. Productive activity is crucial for developing communicative competence, as it enhances students' ability to express thoughts freely, communicate, and exchange information.

The main types of tasks include the following:

- creating dialogues and monologues;
- role-playing (e.g., job interviews, negotiations, giving advice);
- modeling professional situations;
- describing graphs, diagrams, and processes;
- writing a short essay, report, or email;
- problem-solving tasks.

At this stage, vocabulary becomes functionally and pragmatically active; that is, students learn not only to know words but also to use them purposefully.

4. Integration and Automatization Stage

This stage is aimed at achieving a high level of automatization of lexical skills and integrating them into real communication settings. Here, students reach a

level where they can freely apply their acquired knowledge in various communicative and professional contexts.

- The following types of activities are of great importance:
- project work (presentations, case studies);
- group discussions, debates;
- decision-making based on problem scenarios;
- working with authentic materials (articles, videos, interviews);
- preparing a portfolio;
- integrative tasks (a combination of reading, speaking, and writing).

At this stage, lexical competence harmonizes with communicative, pragmatic, and professional competencies, ensuring students' readiness for real-world communication.

The gradual organization of the educational process (receptive → reproductive → productive → integrative) serves the systematic and consistent development of lexical competence. Such a model, based on a didactically logical sequence, gradually activates the cognitive, communicative, and pragmatic capabilities of students. First of all, at the receptive stage, students form a passive vocabulary through the process of receiving, recognizing and understanding new lexical units. At this stage, initial knowledge about the semantic scope and usage features of words is formed through the presentation of lexical material in context. As a result, students develop the ability to perceive and understand language material.

At the next reproductive stage, these lexical units are actively processed, and the ability to use them in standard speech patterns is formed. In this process, students learn to use words in the correct form and meaning; that is, lexical units are reinforced based on functional connections rather than mechanical memorization. Thus, the passive dictionary gradually begins to turn into an active dictionary.

At the productive stage, students reach the level of independent use of lexical knowledge in speech. This stage enhances communicative activity and develops students' ability to express their thoughts freely, communicate, and select appropriate lexical means in various speech situations. At the same time,



the pragmatic aspect of lexical competence is formed - that is, the ability to use words purposefully and in accordance with the context.

The integrative stage is the highest stage of this process, in which lexical units are automated and combined with various types of communicative activity. Students begin to use vocabulary freely in real-life and professional situations, which strengthens their communicative competence. At the same time, at this stage, the effectiveness of education increases further through an interdisciplinary approach, authentic materials, and interactive methods. In general, a step-by-step approach ensures systematicity, consistency, and functionality in the development of lexical competence. Such an approach not only increases students' vocabulary but also shapes their ability to use it effectively, purposefully, and socioculturally correctly in practical speech.

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