

MAKSYMOVA OIha

<https://orcid.org/0000-0001-8997-4394>

Scopus Author ID: 57219473351

Candidate of Pedagogical Sciences, Associate Professor,  
Associate Professor at the Department of  
Theoretical Disciplines,  
Donetsk National Medical University  
(Kropyvnytskyi, Ukraine) E-mail: omaksymova@meta.ua

## TRAINING APPROACH FOR FOREIGN LANGUAGE VOCABULARY ACTIVATION AT NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

*The study aims to demonstrate the effectiveness of training as a method for activating and reinforcing foreign-language vocabulary among students in non-linguistic higher education institutions. In the context of globalization and Ukraine's integration into the international educational space, the development of foreign language communicative competence has become a key component of professional training. Therefore, the research focuses on identifying efficient approaches that enhance vocabulary acquisition and its transition into active use.*

*The scientific novelty of the study lies in the comprehensive analysis of training as an integrated pedagogical tool that combines communicative, interactive, and professionally oriented approaches to vocabulary instruction. The research offers a refined understanding of training not merely as repetitive practice, but as a structured, experiential learning process that promotes the development of lexical competence through real or simulated communicative situations. Additionally, it highlights the role of contextual learning and interactive techniques in optimizing vocabulary retention and use.*

*The methodology is based on a combination of theoretical and empirical methods, including analysis and synthesis of scientific literature, comparative analysis of traditional and modern teaching methods, and observation of training sessions. The study also incorporates elements of qualitative evaluation of instructional practices, focusing on the implementation of interactive techniques such as role-playing, case studies, group discussions, and brainstorming activities.*

*The conclusions confirm that training is an effective means of enhancing both the acquisition and active use of specific foreign-language vocabulary. It facilitates the transition of lexical units from passive to active knowledge, improves communicative skills, and increases student motivation. The findings emphasize that the effectiveness of training depends on systematic implementation, communicative orientation, and the use of diverse interactive methods, making it a valuable tool in modern higher education.*

*Key words: training, vocabulary activation, communicative competence, context, professional discourse, non-linguistic higher education institutions.*

**Problem statement in general terms and its relation to important scientific and practical tasks.** In today's context of globalization and Ukraine's integration into the global educational and professional landscape, the issue of effectively teaching foreign-language vocabulary in non-linguistic higher education institutions has become particularly relevant. Proficiency in a foreign language, specifically English, is an integral component of the professional competence of future specialists in various fields, as vocabulary directly influences the level of students' communicative ability. The problem is complicated by limited classroom time, a large volume of professional vocabulary, and varying levels of student preparation. Thus, the question of applying methods that ensure intensive, systematic, and effective acquisition and activation of vocabulary, one of which is training arises.

**Analysis of key research and publications on the issue.** The issue of the effectiveness of acquiring lexical units in a professional context is relevant both in the theory of foreign language teaching methodology and in practice. An analysis of the literature shows that the methods of forming foreign language lexical competence have been studied by Ukrainian scholars such as M.M. Melnyk,

L.V. Hurieieva, H. Shylina, L.P. Shpyrko, Kh.I. Bovkit, and others. They argue that teaching foreign language vocabulary in non-linguistic higher education institutions should be professionally oriented and communicatively focused, while the limited number of instructional hours requires the intensification of teaching methods, among which training is considered one of the most effective.

Among foreign researchers that have addressed this issue are J. Harmer, L. Bachman, R. Charles, and P. Nation, who emphasize that effective teaching and acquisition of foreign language vocabulary are possible only when it is integrated into speech and used in real or simulated situations. To achieve this goal, methods such as case studies, training sessions, and simulations of professional situations are considered the most appropriate. In addition, C. Fries and R. Lado stress that vocabulary should be learned in context and dialogue, and that teaching should be oriented toward real communication.

**The purpose of the article.** The aim of this study is to demonstrate the effectiveness of training as a method for activating and reinforcing foreign-language vocabulary among students at non-linguistic higher education institutions. The research objectives include: analysing theoretical approaches to the concept of «training», characterizing its main features, identifying mechanisms for activating and reinforcing vocabulary, and describing the practical aspects of implementing training in the educational process.

**Description of the theoretical-methodological and/or experimental research procedure, specifying the research methods.** To achieve the stated objectives, theoretical and empirical research methods were employed: analysis of literature sources, synthesis and generalization of definitions of training, comparative analysis of traditional and modern methods of vocabulary instruction, and observation of the process of conducting training sessions.

**Presentation of the main research material.** One of the central objectives of foreign language teaching in higher education is to ensure that students acquire the ability to communicate effectively in real-life situations, which is commonly referred to as communicative competence. The selection of teaching methods (for increasing and activating vocabulary) aims to enrich the lexical repertoire of students so that they can actively use it in their professional discourse. The choice of instructional strategies is influenced by a range of factors, including learners' individual characteristics, their level of cognitive development, and their ability to maintain attention and adapt to different types of classroom activities.

Training is an important component of professional education, aimed at developing relevant skills and competencies. It is carried out through targeted practice under the guidance of an instructor, based on relevant psychological and methodological recommendations [1]. When using the training method, the main emphasis is placed not on presenting new theoretical material, but on reinforcing what has already been learned; at the same time, the goal of training is also to acquire the necessary skills and experience to develop the learner's competencies. Training in foreign language instruction is viewed as a systematically organized process of performing exercises and tasks aimed at the formation, development, and automation of language skills. The main characteristics of training are systemic approach, repetition, practical orientation, and interactivity. Unlike traditional drilling, training combines mechanisms of automation with the development of the ability to use vocabulary in real communicative situations [3; 5].

According to research by E. Hatch and S. Brown [9], vocabulary learning strategies consist of five main stages:

- 1) the availability of sources from which to learn new words;
- 2) mastering the forms of new words;
- 3) learning the meanings of words;
- 4) consolidating words in memory;
- 5) using words in coherent speech.

Based on the theory of vocabulary acquisition, when teaching vocabulary, it is essential to consider three key aspects of learning new lexical items: word form, word meaning, and word usage. In other words, vocabulary instruction should cover both the fundamental characteristics of lexical items and their relationships with other words. Training facilitates the transition of newly acquired vocabulary into active use by engaging students in repeated and meaningful practice across a variety of communicative contexts [11].

Contextual learning is undoubtedly a more preferable strategy compared to simple word repetition, even at the initial stage of learning a foreign language. This is because working with specialized texts expands not only active but also passive vocabulary, reinforces previously acquired grammatical skills, and fosters and develops the ability to semantising unfamiliar lexical units based

on linguistic inference through context, namely the development of word-formation skills, the use of polysemantic words in new meanings, and the use of international and loanwords, synonyms, antonyms, etc. This method also helps save time spent on analysing unfamiliar words and develops skills in intensive reading and comprehension of foreign-language speech. The selection of instructional material, that is, specialized texts, must meet criteria such as the authenticity of the text, the relevance of the, the professional focus of the text, alignment with the students' level of foreign language proficiency, genre diversity, complexity, cultural richness, and suitability for the students' age group.

The success of training largely depends on a set of pedagogical conditions that ensure meaningful engagement and consistent practice.

- reliance on the language material included in the curriculum of the academic discipline;
- providing opportunities for repeated task completion (not through mere repetition, but through the need to modify utterances – for example, from simple to complex – taking into account changing communicative conditions);
- the majority of tasks should be aimed at fostering spontaneous speech (as occurs in real-life communication);
- an appropriate selection of situations that correspond to real-life communication (in students' everyday communication or future professional spheres);
- a variety of exercises (possibly involving different technologies and methods);
- regularity of sessions;
- a synthesis of communicative-functional, sociocultural, and professionally oriented approaches to teaching;
- participants engagement [68].

In the English language classes at institutions of higher education, instructors not only use traditional teaching methods but also place great emphasis on interactive teaching technologies based on a student-centered approach. Interactive methods are aimed at developing such qualities in future professionals as the ability to think critically, respond quickly in challenging situations, and communicate effectively.

There is a specific classification of teaching methods used in training sessions:

- role-playing, in which students take on different roles to practice specific situations and thus apply the material in practice;
- business simulation, in which students simulate professional activities;
- case studies, where students are presented with a problem situation that requires a solution;
- group discussion, in which participants jointly discuss and analyse a problem situation presented by the instructor;
- «brainstorming» is one of the most popular methods for fostering creative thinking, as well as an effective way to involve as many participants as possible in the process. The essence of this method is that everyone is free to express their thoughts on a given issue [2].

As we can see, games make up the bulk of teaching methods for activating lexical units. Furthermore, given that motivation plays one of the most important roles in foreign language learning, game-based teaching methods help increase learners' motivation. Thus, a role-playing game is a way to stimulate mental activity in learners and invigorate the learning process, which contributes to the formation of language skills and the development of speech abilities; the development of communication skills; the memorization of linguistic material; and the development of attention, memory, thinking, imagination, and all cognitive processes [10].

However, regardless of the training format we choose, it is important to remember to use these methods regularly. Then, even individual training exercises – provided they are used regularly – as well as individual training sessions (provided they are conducted with the same regularity) will have a significant impact on language learning and communication skills.

Any training session method typically consists of three phases:

- 1) informative;
- 2) interactive;
- 3) productive.

During the informational phase, participants are introduced to the theoretical foundation of the training, which will later be reinforced through practical scenarios. Typically, this involves a brief lecture on the material that will subsequently be reinforced through practical scenarios, as well as an introduction to new vocabulary, mastering word forms, and understanding word meanings. During the presentation of new material, the instructor takes the lead; new material can also be reinforced with a presentation or handouts. The interactive stage is characterized by the use of various exercises. An exercise is a specific task performed to acquire certain skills or reinforce existing knowledge [7].

There are specific, derivative, and commentary exercises. Special exercises are repeated many times. If exercises that have already been used are added to a special exercise, they become derivative exercises. Derivative exercises are necessary for reviewing and reinforcing previously acquired skills and abilities. Feedback is used for intentionally completed learning tasks and promotes conscious retention of the material. During the interactive phase, most of the time is devoted to the learners' speaking. During the productive phase, the skills developed during the training are internalized. Students are more active, and the teacher's role shifts to one of coordination and supervision. The productive phase is characterized by methods aimed at reinforcing productive communicative skills in a foreign language: facilitation, didactic games, case studies, and brainstorming [6].

Let's consider the use of this training method using the topic «Childhood Infectious Diseases» for the 3d year medical students as an example:

#### I. Informative phase.

Task 1. At the beginning, an instructor asks the students to answer the following questions:

What infectious diseases do you know?

Which of them can occur only with adults / children / both?

Why do we differentiate childhood infectious diseases?

Task 2. The students read the text «Childhood Infectious Diseases» [5, 125-126] and mark statements given after the text as true or false.

- Many of the well-known childhood diseases are highly infectious.

- Rubella is also known as German measles.

- Scarlet fever was once a common, serious childhood disease but now it is rare.

- Rubella infection during the first trimester of pregnancy can cause fetal death.

- Chickenpox is a childhood disease, but it can't occur in adults.

When working with the text, students should pay attention to the words that denote the names of the illnesses

Task 3. A) The instructor asks students to find corresponding equivalents in the text:

Найбільш відомі захворювання; кашлюк та скарлатина; вдих; інфекційний; доки не зникне висип; простуда; уникнути захворювання; бути викликаним вірусом; свинка та краснуха; відчуття загального дискомфорту; заразитися; вражати дихальний тракт; розриватися; видихати; оперізуючий лишай; втомлюваність; хрипота; зазвичай починається несподівано; вдихати інфіковані крапельки в повітрі.

B) The instructor tells the students to give the clinical names to the following illnesses:

Measles, chickenpox, scarlet fever, whooping cough, polio.

#### II. Interactive phase.

Task 4. The students should read the sentence pair and choose where the words best fit the blanks

*Whooping cough / mumps*

\_\_\_\_\_ occurs in infants younger than 2 years.

\_\_\_\_\_ is a childhood disease, but it can occur in adults.

Task 5. Watch the video Pediatric Communicable Diseases You Must Know and choose the correct answers [12].

1) What is the incubation period of varicella (chickenpox)?

A. 5-7 days

B. 10-20 days

C. 2-3 weeks

D. 1-2 months

- 2) How is varicella transmitted?
  - A. Through contaminated food
  - B. Through airborne and direct contact
  - C. Through insect bites
  - D. Through blood transfusion

Task 6. Listen again and complete the sentences (gap filling).

- 1) Many of these infectious diseases have become way less common because of \_\_\_\_\_ but in some instances they still do occur (immunizations).
- 2) Chickenpox or \_\_\_\_\_ generally begins on the trunk or upper body and spreads to the face and extremities (varicella).

III. Productive phase.

Task 7. Answer the questions to the topic under discussion:

- 1) What are the most known childhood diseases?
- 2) How are they transmitted?
- 3) What are the signs and symptoms of chickenpox / mumps?
- 4) Is mumps only a childhood disease?
- 5) What are the symptoms of German measles?
- 6) How can the diseases be prevented?

Task 8. With a partner, act out a dialogue between a family doctor and a parent of a sick child. Discuss the complaints, presenting symptoms of the illness, diagnosis and treatment.

Task 9. Use the conversation from Task 8 and the form to write notes on a case report.

Speaking about the practical value of the stated method of training vocabulary we note: active speaking encouragement, assurance of effective vocabulary acquisition, increase of student motivation, practical skills development, and opportunity for personalised learning. Yet, we should admit that it requires significant preparation on the part of the instructor, exercises may be performed mechanically and time in the curriculum is limited.

**Conclusions and prospects for further research.** The findings of the study confirm that training can serve as a powerful pedagogical tool for enhancing both the acquisition and active use of specific foreign language vocabulary. Its use facilitates the transfer of vocabulary from the passive to the active lexicon, develops speaking skills and boosts student motivation. A key advantage of the training method is that it relies on experiential learning, allowing participants to acquire professional knowledge and skills through direct involvement and personal reflection. In addition, unlike traditional methods, training is designed to tap into the student's full potential: the level and scope of their competencies (social, emotional, intellectual), independence, ability to make independent decisions, and interaction with other participants. In non-linguistic higher education institutions, training should be applied taking into account limited time, the professional focus of the course and the varying levels of students. The effectiveness of training is ensured by a comprehensive approach, incorporating various types of exercises and interactive forms of work.

Effective vocabulary training in foreign language teaching should comprise:

**Communicative focus:** The aim is to develop effective communication skills and overcome language barriers.

**Interactivity:** constant interaction in pairs or groups ('student-student'), where the instructor acts as a facilitator rather than merely a source of knowledge.

**Practical focus (Learning by doing):** priority is given to exercises, games and case studies, rather than theoretical presentation of material.

**Simulation of real-life situations:** re-enacting daily or professional scenarios (role-plays, role-based dialogues), which ensures effective communication.

**Person-to-person interaction:** creating an atmosphere of trust where every participant's opinion matters, thereby reducing psychological tension.

**Intensity and time constraints:** training is typically focused on practising specific skills within a short timeframe.

**Relevance:** Training content is often tailored to the needs of participants (e.g. English for professional purposes).

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МАКСИМОВА Ольга

<https://orcid.org/0000-0001-8997-4394>

Scopus Author ID 57219473351

Кандидат педагогічних наук, доцент,  
доцент кафедри теоретичних дисциплін,  
Донецький національний медичний університет  
(м. Кривий Ріг, Україна) E-mail: otaksymova@meta.ua

### МЕТОД ТРЕНІНГУ ДЛЯ АКТИВІЗАЦІЇ ІНШОМОВНОЇ ЛЕКСИКИ У НЕМОВНИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

**Метою** даного дослідження є обґрунтування ефективності тренінгу як методу активізації та закріплення іношомовної лексики у студентів немовних закладів вищої освіти. В умовах глобалізації та інтеграції України у світовий освітній простір формування іношомовної комунікативної компетентності стає важливою складовою професійної підготовки майбутніх фахівців. У зв'язку з цим особлива увага приділяється пошуку ефективних підходів до засвоєння лексики та її переходу в активне мовлення.

**Наукова новизна** дослідження полягає у комплексному аналізі тренінгу як інтегрованого педагогічного інструменту, що поєднує комунікативний, інтерактивний та професійно орієнтований підходи до навчання лексики. У роботі уточнено сутність та структуру тренінгу не лише як способу повторення, а як цілісного процесу навчання через діяльність, що забезпечує ефективне формування лексичної компетентності в умовах, наближених до реального спілкування. Також акцентовано роль контекстного навчання та інтерактивних методів у підвищенні якості засвоєння лексичних одиниць.

**Методологія** дослідження ґрунтується на поєднанні теоретичних та емпіричних методів, зокрема аналізу її узагальнення наукових джерел, порівняльного аналізу традиційних і сучасних методів навчання, а також спостереження за проведенням тренінгових занять. Особлива увага приділяється використанню інтерактивних форм роботи, таких як рольові ігри, кейс-методи, групові дискусії та мозковий штурм.

**У висновках** підтверджено, що тренінг є ефективним засобом активізації та закріплення іношомовної лексики. Його застосування сприяє переходу лексики з пасивного до активного словникового запасу, розвитку комунікативних навичок і підвищенню мотивації студентів. Ефективність тренінгу забезпечується систематичністю, комунікативною спрямованістю та використанням різноманітних інтерактивних методів, що робить його важливим інструментом сучасної вищої освіти.

**Ключові слова:** тренінг, активізація лексики, комунікативна компетенція, контекст, професійний дискурс, немовні заклади вищої освіти.

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