группы, выделены эмоциональные и аксиологические характеристики концепта, а также признаки, которые являются самыми значимыми для обычного носителя языка. Таким образом, концепт TOLERANCE обладает универсальными характеристиками, которые встречаются и в других культурах, но также демонстрирует и черты, присущие только английской лингвокультуре. Толерантность в английской языковой картине мира рассматривается как регулятивная система оценочных значений, которая зависит от принятых в обществе норм. Толерантность проникает во все сферы общественной жизни, особенно ярко она проявляется в религиозной, политической, учебной сферах. Динамика изменений показала, что ассоциации, связанные с религиозной сферой, стали малочастотными. В политической среде толерантность предстает в языковом сознании не как авторитарная, а эгалитарная система взаимодействия внутри общества. Ассоциации, которые указывали на медицинское значение толерантности, почти не встречались в данных XX века, но их стало намного больше в XXI веке. Шкала толерантности в ассоциативных тезаурусах колеблется от вежливого равнодушия до полного принятия. И все же в английской лингвокультуре толерантность ассоциируется с рассудком, рациональностью, вежливым и спокойным сосуществованием. В то же время в семантических связях концепта обнаруживается много оценочных и эмоциональных значений. Дополнительным средством верификации стали стимулы, на которые были получены реакции "толерантность". Это позволило создать сеть близких концептов, которые соотносятся с понятием толерантности. В заключение автор подводит предварительные итоги и намечает пути дальнейшего исследования данной проблемы.

Ключевые слова: толерантность, концепт, языковая картина мира, ценность, ассоциативное поле, ассоциативный словарь.

Antonenko Yulia. Associative Field of the Concept of Tolerance in English Language Worldview. the article reveals the cultural specificity of the concept of TOLERANCE in the English language worldview. The author states that the concept of TOLERANCE is a culturally depended concept that considers as important part of social interaction – both within one culture and intercultural communication. That's why tolerance in the English language worldview is considered as the regulative system of values which depends on the norms of society. The aim of the article is to study the dynamics of changes in the associative field of the concept of TOLERANCE on the associative thesaurus data. Concepts are constantly balancing between the preservation of stable features and the dynamics of development, which is due to changes in our attitude and knowledge about the world. The analysis of such changes is relevant for modern cognitive studies, as it will contribute to the understanding of the features of categorization and conceptualization in a particular lingiaculture. To divide all association into thematic groups the method of cognitive interpretation was used. The emotional and axiological characteristics of the concept was identified. The most important for ordinary native speaker features was investigated. The results are as follows: the cognitive characteristics of the concept of TOLERANCE could be found in other cultures, but there are also specific for English linguaculture features. Tolerance circulated into all spheres of public life, particularly in the religious, political and educational spheres. The dynamics of changes showed that the religious related associations melted. In the political sphere, tolerance appears not as an authoritarian, but as an egalitarian system of interaction within society. Associations that pointed to the medical sense of tolerance, almost never met in the data of the XX century, but became growing in numbers in the XXI century. The scale of the tolerance in associative thesaurus ranges from polite indifference to full acceptance. And yet, in the English linguaculture the concept of TOLERANCE is associated with reason, rationality, gentle and peaceful coexistence. At the same time, the semantic relations of the concept reveal many evaluative and emotional meanings. An additional means of verification were the stimuli that got responses "tolerance". That allowed to establish a network of close concepts, which corresponds with the tolerance. In conclusion, the author summarizes the preliminary results and outlines ways to further study of this problem.

Key words: tolerance, concept, linguistics worldview, value, associative field, associative thesaurus.

Inesa Baybakova, Oleksandra Hasko

TEACHING LANGUAGE VOCABULARY BY GAMES
WITHIN ESP DISCOURSE DOMAIN

The article deals with the issue of vocabulary games in the framework of ESP discourse studies as one of the effective means of developing integrated language skills. Language games have proved to be beneficial for professional vocabulary learning. All the educational outcomes may be better achieved due to incorporating games into vocabulary learning process, since vocabulary is the basic part of any language learning. The following criteria should be taken into consideration by the teacher designing or choosing the game: correspondence to the topic and context; students' level and interest as well as correlation between the type of game, timing and lexical units to be practiced. The factors concerning the number of students engaged in the game and the classroom settings are also quite relevant. Most beneficial are the games

which involve students' imagination and creativity. Usually teaching English vocabulary starts with single words which will be frequently used by the students, followed by more complicated lexical items such as phrasal verbs or collocations, later switching from General English to ESP discourse vocabulary training. Practical application of games for teaching vocabulary includes two preliminary steps, namely (1) grouping the students and (2) giving explanation / instruction about the game. The latter is necessary for the students to understand how to play according to the list of vocabulary to be practiced. The article includes some examples from the bank of game exercises as well as descriptions and discussions on the potential results of their application. Developing cooperative attitude, quick decision-making and teamwork spirit aimed at meaningful communication games promote integrated language skills resulting in professional discourse training. In spite of their supplementary activities character games can facilitate the process of foreign language learning due to friendly competition atmosphere they are accompanied with. Thus, learning vocabulary through games may also contribute to professional vocabulary training within ESP discourse studies.

Key words: vocabulary games, ESP, discourse studies, integrated language skills, professional communication.

Introduction. Vocabulary games have proved to be quite effective means of developing integrated language skills. Andrew Wright, David Betteridge and Michael Buckby in the book "Games for Language Learning" cover a wide range of group and solo games for improving speaking, listening, writing and reading skills paying special attention to vocabulary, spelling and grammar [9]. The article 'The use of games for vocabulary presentation and revision' by Agnieszka Uberman contains the analysis of traditional techniques used for teaching second-language vocabulary vs language games for vocabulary presentation and revision [7].

This article is aimed at regarding the issue of language games in the framework of ESP discourse studies and their benefit for professional vocabulary learning.

Existing research approaches to the analysis of the issue under consideration. Taking into account the information given above it is possible to state that vocabulary games having applied nature can be referred to as one of the effective means facilitating the process of professional discourse mastering.

As all linguists know games are perfect tools for teaching English. They can be used for teaching many different language components e.g. vocabulary, grammar, pronunciation. Because knowledge of vocabulary is basic for communication, we will concentrate our attention on this language item.

Vocabulary is a term which refers mainly to single words (e.g. dog, green, wash) but sometimes it also refers to very tightly linked two or three combinations (e.g. stock market, compact disc, sky blue, go off) [5]. What is more, the term "vocabulary" is included into a bigger term – lexis. According to Scrivener lexis consists of traditional single-word vocabulary, common 'going together patterns' of words (e.g. blonde hair, traffic jam) and also longer combinations of words that are typically used together as if they were a single item (e.g. someone you can rely on, on-the-spot decisions). Lexis is a powerful tool for conveying a message even more than other language components. A student saying *"Yesterday. Go disco. Friends. Dancing"* will certainly get much of the message, despite avoiding the rules of grammar. If it were the other way round, if he knew grammar and had no idea about lexis he would not be able to communicate [5].

The natural order of teaching English is to start with vocabulary (single words which will be frequently used by the student), and then with the passing of time, expand student's knowledge into some more complicated lexical items such as phrasal verbs or collocations moving from general English to ESP discourse vocabulary training. The more words and lexical items the student knows, the more precisely he/she can carry the message.

Acquiring new words is not a simple matter, especially when it is carried in a traditional way – for example by having a long list of words and their translation in student's workbook. To make process of learning more engaging language games were introduced. As it was stated, it is a game that makes learning easier and more pleasant. Most students, not depending on age, find games more like a fun activity rather than a learning duty. Because of this they eagerly participate, learn more and achieve better results.

The aim of the bank of exercises is usually to create a group of helpful tips for teachers. It is supposed to be a set of examples but also a set of ideas which can broaden teacher's imagination in the context of a particular lesson.

We will mention games, practising active vocabulary items that introduce and consolidate students' vocabulary. Games designed for teaching the names of jobs and occupations usually embrace crosswords and crossroads. Doing crosswords teaches us to be patient, persistent and helps to develop one's skills and abilities. According to Watcyn-Jones [8] most students enjoy doing crosswords and because of this it has been taken a stage further by making them into communicative activities. "Half crossroad" game belongs to information type of games. It strengthens student's vocabulary, but additionally, it develops communicative skills, so important in teaching English.

The main goal of the game is to practice vocabulary – the names of jobs and occupations in particular, but the game practices also some other language components: speaking – in order to complete the task students have to ask and answers questions, pronunciation – while talking they should pay attention to how they pronounce the word, grammar – they have to use the rules of grammar while creating questions and answering them.

The game "Who uses that?" is appropriate for pre-intermediate students. The game is perfect for acquiring names of jobs and occupations. Additionally, during playing, the player acquires some extra vocabulary. The game "Jumping the line" belongs to the games that are mainly used to consolidate vocabulary.

A number of games were designed for practicing not only vocabulary but also reflex, because the students have to immediately react to teacher's orders. According to Retter and Valls [4] "Simon says" is perhaps the best known of all class games. The rules of the game are rather simple. The teacher gives a series of orders while student's task is to follow them but only if they were proceeded with the words "Simon says...".

Another engaging form of practising vocabulary is using the song. According to Szpotowicz [6] songs bring the melody of language to life. Young people usually adore songs and learning English by singing and if it is additionally connected with competition the activity is much more exciting.

On the one hand singing helps to associate vocabulary with the melody, which makes the learning process easier. What is more, the students learn not only a single word, but also the whole phrases. On the other hand, there is a risk that the learners will not be able to split the words with the melody. To make sure if the students have learnt the phrases and can use them "independently", without the music, the teacher can introduce another exercise: "Make up a story using the phrases learnt".

In order to choose the best methodology and strategies of games introduction into the academic process it is very helpful to make up the questionnaire for the teachers and instructors. The surveys of such kind usually consist of three main parts: conditions of teaching, games in a classroom, individual experience. Speaking about conditions of teaching the questions should contain the crucial factors i.e. the type of the institution the teacher works in, the level of the students and their professional experience. The next part of the survey concerns using games as a teaching method. The frequency of using games usually depends on the class. In teacher's opinion not in all classes using games is a good idea, because students' behaviour does not always allow this. Teachers are to be asked to express their opinion on advantages and disadvantages of using games in the classroom. Apart from educational benefits, the psychological aspect should be mentioned in the survey. Playing games, winning or just simply carrying out the task properly, helps to raise person's self-esteem and build self-confidence. Usually the teachers have few problems with advantages; it is much more difficult for them to find disadvantages of games. Most of the teachers point out that games may introduce noise and problems with discipline in the classroom. Moreover, they say that sometimes a game takes too much lesson time. To sum up, in the most cases the results of the survey support theoretical deliberation. Besides, some students may be reluctant to play.

The paper "Using Games as a Tool in Teaching Vocabulary to Young Learners" by Sahar Ameer Bakhsh from English Language Institute, King Abdul Aziz University, is aimed at investigating some issues of the practical implications of games which are quite important, helpful and effective means of studying vocabulary. Vocabulary being the basic part and a key element of any language learning, all the educational outcomes may be better achieved due to incorporating games into

vocabulary learning process. 'Teaching vocabulary through the use of games has become crucially important for English language learners because they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner' [1, p. 120] as well as the desire to communicate. As stated by the author, games being goal-defined, rule-governed and carried out by competing decision-makers create an atmosphere of meaningful communication developing and improving all four students' language skills, speaking, writing, listening, and reading. Besides, as a result of involving student-centered activities games 'encourage cooperation, team spirit, competition, and turn taking' at the same time decreasing students' nervousness and shyness as well as developing 'their skills of disagreeing in a polite way, asking for help, and working with others' [1, p. 123].

Practical application of games for teaching vocabulary includes two preliminary steps, namely (1) grouping the students and (2) giving explanation and instruction about the game. The latter is necessary for the students to understand how to play according to the list of vocabulary to be practiced. The following games mentioned in the article may be offered to the students:

- ✔ 'Memory Challenge'. Students have to sit in pairs or form small groups. Each group is given two minutes to write down as many words as they can remember on the topic suggested. The group that recalls most words will win the game.
- ✔ 'Bingo'. The teacher writes 10 words from the active vocabulary on the board and every student chooses five words putting them down. After that, the teacher selects one word in a random way without saying it and gives the students its definition or synonym. The student who is the first to guess the right word, shouting BINGO! wins the round.
- ✔ 'Hot Potatoes.' The class is divided into subgroups, both teams sitting on the opposite sides of the classrooms with two chairs placed in the middle. A person sitting on the chair will face his/her team having the board behind not to be able to see a word on the board written by the teacher. Each team will have one minute to help their seated teammate guess the word by using verbs and not saying the exact word written on the board.

When designing or choosing the game the teacher should bear in mind the following criteria:
– a balance between the type of game, number of vocabularies, and time;
– appropriateness to students' level, interest, and context;
– suitability to the topic [1, p. 124; 125];

The factors concerning the number of students and the classroom settings should also be taken into account. Most beneficial are the games which involve students' imagination and creativity, for instance, advertisement poster competition (making an advertisement) [3, p. 8] or writing one sentence story based on newly introduced lexical units.

Results and discussions. Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga considering the effectiveness of learning vocabulary through games state that the latter prove their advantages and effectiveness in learning vocabulary in various ways by: (1) bringing in relaxation and fun for students, making it easier for them learn and retain new words; (2) keeping learners interested due to involving friendly competition and creating their motivation to get actively involved in the learning activities; (3) bringing real world context into the classroom, and enhancing students' use of English in a flexible, communicative way [3, p. 14].

Aydan Ersöz [2] from Gazi University (Ankara, Turkey) provides some additional pieces of advice: (1) the teacher should not interrupt the game to correct mistakes in language use; (2) students should not be forced to take part in the game; (3) the game should be stopped in case it is boring or tiresome.

Conclusions. Belonging to supplementary activities games still possess strong applied characteristics and beneficial features in the process of foreign language learning by promoting friendly competition and a cooperative attitude. They can be successfully used to practice all language skills and many types of communication in different contexts making the lessons enjoyable by creating student-friendly atmosphere. Learning vocabulary through games may also contribute to professional vocabulary training within ESP discourse studies.

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Байбакова Инесса, Гасько Александра. Обучение лексики методом игр в контексте англоязычного профессионально-ориентированного дискурса. Статья посвящена вопросу использования метода игр как одного из эффективных средств развития интегрированных языковых навыков в процессе изучения лексики англоязычного профессионально-ориентированного дискурса. Языковые игры оказались полезными в овладении профессионального лексического минимума, способствуя улучшению результатов обучения, поскольку словарь является базовой составляющей языка. Разрабатывая или выбирая игру, преподаватель должен принимать во внимание следующие критерии: ее соответствие теме и контексту занятия; уровень знаний студентов, их интересы, а также соотношение между видом игры, показателем времени и выделенными для работы лексическими единицами. Важными являются также факторы, касающиеся количества студентов, привлеченных к игре, и обстановки в классе. Как свидетельствует практика, наиболее эффективными являются игры, требующие от студентов воображения и творчества. Обычно обучение словарного запаса английского языка начинается с отдельных слов, после чего изучаются более сложные лексические единицы, такие как словосочетания и фразовые глаголы со следующим переходом от общего английского языка к лексике профессионально-ориентированного дискурса. Практика использования метода игр для изучения словаря предусматривает два предварительных шага: (1) распределение студентов по группам; (2) объяснение. Статья содержит некоторые примеры упражнений из банка игр, а также описание и обсуждение потенциальных результатов их использования. Вырабатывая надлежащее отношение к сотрудничеству, быстрое принятие решений и дух командной работы, направленных на содержательное общение в профессиональной среде, игры развивают интегрированные языковые навыки целевого профессионального дискурса. Несмотря на то, что игры носят вспомогательный характер, они могут содействовать процессу изучения иностранного языка благодаря сопровождающей их атмосфере дружеского соревнования. Таким образом, изучение лексики методом игр может быть эффективным в области англоязычного профессионально-ориентированного дискурса.

Ключевые слова: лексическая игра, профессионально-ориентированный английский язык, изучение дискурса, интегрированные языковые навыки, профессиональная коммуникация.

Байбакова Інеса, Гасько Олександра. Вивчення лексики методом ігор в контексті англомовного професійно-орієнтованого дискурсу. Стаття присвячена питанню використання методу гри як одного з ефективних засобів розвитку інтегрованих мовних навичок у процесі вивчення лексики дискурсу англійської мови фахового спрямування. Мовні ігри виявилися корисними при опануванні професійного лексичного мінімуму, сприяючи покращенню результатів навчання, оскільки словник є базовими складниками мови. Розробляючи або вибираючи гру, викладач повинен брати до уваги такі критерії: її відповідність до теми та контексту заняття; рівень знань студентів та їх інтереси, а також співвідношення між видом гри, фактором часу та лексичними одиницями, визначеними для опрацювання. Важливими є також чинники, які стосуються кількості студентів, залучених до гри, та обстановки у класі. Як засвідчує практика, найефективнішими є ігри, які вимагають від студентів уяви і творчості. Зазвичай навчання словникового запасу англійської мови розпочинається з окремих слів, які часто використовуватимуть студенти, після чого опановуються такі складніші лексичні одиниці; як словосполучення та фразові дієслова з подальшим переходом від загальної англійської мови до лексики дискурсу фахового спрямування. Практика використання методу гри для вивчення словника передбачає два попередні кроки: (1) розподіл студентів на групи та (2) пояснення / інструктаж щодо гри. Останнє є необхідним для того, щоб студенти зрозуміли, що їм слід робити з активним словником, зазначеним у списку. Стаття містить деякі приклади вправ із банку ігор, а також опис та обговорення потенційних результатів їх використання. Виробляючи належне ставлення до співпраці, швидке прийняття рішень та дух командної роботи, спрямованих на змістовне спілкування у професійному середовищі, ігри розвивають інтегровані мовні навички цільового фахового дискурсу. Незважаючи на те, що ігри відзначаються допоміжним характером, вони можуть сприяти процесу вивчення іноземної мови завдяки атмосфері дружнього змагання, яка їх супроводжує. Отже, навчання лексики методом гри також може бути ефективним у сфері дискурсу англійської мови фахового спрямування.

Ключові слова: лексична гра, англійська мова фахового спрямування, вивчення дискурсу, інтегровані мовні навички, професійна комунікація.