

## PEDAGOGY AND EDUCATION

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### Compiling a professionally oriented glossary as a form of students' self- education activity in non-linguistic higher education institutions

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#### Abstract.

Mastering a professional foreign language is impossible without mastering special vocabulary. The higher the level of language formation and speech lexical skills, the more successful the specialist will be in the implementation of the tasks assigned to him in a foreign language. This article considers such type of organizing students' independent work activities as compiling a glossary, or thematic dictionary. The main advantages of this type of work are described, and the motivational potential is revealed in the process of mastering professionally-oriented lexical material by students. The author gives the examples of compiling different sorts of glossaries and methods of using them, which expand their opportunities as the extracurricular kind of activity, and reveals their motivational capability for students' active learning.

#### Keywords:

*independent work  
glossary  
lexis learning  
extracurricular activity  
foreign language teaching  
self-education*

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Learning a foreign language for professional purposes is impossible without mastering special vocabulary. Professional vocabulary plays a key role in the daily tasks of a specialist in the workplace. This means that professionally oriented general and technical vocabulary is the fundamental basis for understanding written and spoken language. Consequently, the higher the level of formation of lexical skills and abilities, the more successful the specialist is in the implementation of the tasks set using a foreign language. It is also worth taking into account the fact that it is impossible to expand your vocabulary with new lexical units in a short period of time. Learning vocabulary is a long and laborious process that requires efforts on the part of both the student and the teacher.

The attitude to the subject of a foreign language is undergoing a number of significant changes at the present stage of development of the higher education. The need to form the ability for self-education and self-learning and the new requirements imposed by modern society on a specialist has a significant impact on the educational process in a modern university. A modern high school graduate should not only have a set of professional knowledge, skills and abilities, but also be able to think critically, independently and creatively solve emerging problems. To achieve these goals, it is necessary to provide the student with an active role in the process of acquiring knowledge. Thus, perspective, independent work becomes an important component of the educational process.

In the broad sense of the word, independent work of students is a type of purposeful and structured activity carried out as part of the learning process under the guidance and control of the teacher [1]. The effectiveness of independent work depends on its inclusion in the educational process, continuity and gradual increase in complexity. Properly planned independent work contributes to the development of responsibility and organization, and at the same time lays the skills of a creative approach to solving problems of the educational and professional level.

The successful result of its application largely depends on the choice of the correct forms of organization of

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independent work, which are determined by the content of the academic discipline and the degree of preparedness of students. The ultimate goal of independent work is the acquisition of fundamental knowledge, professional skills, experience in creative and research activities.

Independent work within the framework of the educational process at the university solves the following tasks [2]:

- consolidation and expansion of knowledge, skills acquired by students during classroom and extracurricular activities, turning them into stereotypes of mental and physical activity;

- acquisition of additional knowledge and skills in the disciplines of the curriculum;

- formation and development of knowledge and skills related to research activities;

- development of orientation and installation on the qualitative development of the educational program;

- development of self-organization skills;

- formation of independence of thinking, ability to self-development, self-improvement and self-realization;

- development of skills for effective independent professional theoretical, practical and educational and research activities.

To fulfill the tasks of independent work of students and its implementation, a number of conditions are required that the university provides:

- availability of material and technical base;

- availability of the necessary information for independent work of students and the possibility of working with it in the classroom and outside the classroom;

- availability of locations for completing specific tasks included in the independent work of students;

- validity of the content of tasks included in the independent work of students;

- correlation of independent work with the work programs of disciplines, with the calculation of the necessary time for independent work;

- development by teachers self-organization skills of students, universal educational competencies;

- teachers' support of all stages of independent work of

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students, current, midterm and final control of its results.

The specific principles of organizing independent work within the framework of the modern educational process are:

- the principle of interactivity of learning (providing an interactive dialogue and feedback, which allows you to control and correct the student's actions);

- the principle of developing the student's intellectual potential (the formation of algorithmic, visual-figurative, theoretical thinking styles, the ability to make optimal or variable decisions in a difficult situation, the ability to process information);

- the principle of ensuring the integrity and continuity of the didactic cycle of education (providing the possibility of performing all parts of the didactic cycle within the topic, section, module).

Independent work of students is planned by each teacher of our Vinnytsia national technical university in the work program of the discipline, and its test types are recorded in the syllabus, in which students can always find information about the amount of independent work, the time of their implementation and the maximum score when evaluating the results of their implementation.

In the methodology of teaching a foreign language, two types of independent work are traditionally distinguished: classroom and extracurricular. Classroom work is carried out in the classroom on the instructions of the teacher, in his presence and with his direct participation. [3] Extracurricular independent work of students is the performance of assignments by students during extracurricular time without the direct participation of the teacher. Extracurricular independent work can include not only educational, but also scientific research activity of students.

Among the goals of extracurricular independent work, the following can be distinguished:

- formation of general competencies,
- consolidation, deepening, expansion and systematization of knowledge,
- mastering the culture of mental work,
- development of professionally significant personality

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traits,

- development of research abilities,
- formation of independent thinking, ability for self-improvement and self-realization.

To achieve these goals, independent work in a foreign language should include the following forms of organization of this type of activity:

- written translation of professionally oriented texts,
- performance of tasks according to the text,
- preparing a retelling of a foreign language text,
- writing essays in a foreign language,
- performance of abstracting, annotating and reviewing,
- compiling a glossary of professional terms.

There are various strategies and tactics for expanding vocabulary. [4] Most of these strategies are proposed for learning the vocabulary of spoken English. Although the teaching of professional vocabulary and vocabulary of the spoken language differ in content and approach, some strategies can also be used in teaching professional vocabulary. One of these strategies that deserves our attention is the compilation of a glossary by the students themselves in the process of learning a professional foreign language.

By a glossary, we mean a thematic dictionary that contains a list of specialized lexical units in a particular field of knowledge. Each word in the glossary has a transcription, translation into the native language or interpretation, and may also contain comments, explanations and examples. Students can add synonyms and antonyms, various set phrases and constructions to the dictionary. In general, working with a glossary helps not only to expand and deepen the student's vocabulary, but also implements various techniques for working with vocabulary.

The idea of compiling thematic dictionaries by students is not new. Thus, N. Schmitt and D. Schmitt first described the theoretical foundations and practical proposals for the introduction of the glossary in 1995 [5]. They suggested eleven principles that should be taken into account when teaching vocabulary. The authors describe in detail how compiling a glossary contributes to the implementation of

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these principles and the expansion of students' vocabulary.

McCrostie [6] conducted a glossary compilation experiment among first-year students majoring in English at a Japanese university. Studies have shown that students enter words into their glossaries from textbooks. Students had a preference for certain parts of speech and had difficulty recognizing words that were most commonly used. The students also considered all words they do not know as equally important. Subsequently, this strategy was elaborated by the author.

D. Dubiner [7] found positive results in expanding vocabulary by compiling a glossary in 13 third-year students studying English at a teacher training college in Israel. The study states that the use of thematic dictionaries in teaching increases such key factors that affect the expansion of vocabulary as student motivation, involvement in the learning process, etc.

There are various methods of working with a thematic glossary. [8] At the initial stage, students can add both known and unfamiliar lexical units related to professional topics to the glossary. In addition, students can be offered to write down definitions of words in English, which will require students to work with monolingual dictionaries, search and study definitions. Further, the work can be supplemented by adding phrases, synonyms and antonyms of the word, examples of the use of this word in the context to the dictionary.

Sources for compiling a glossary can be educational texts, authentic texts of a professional orientation, as well as audio and video resources. At the lesson, the teacher checks which words they wrote out. At this stage, the systematization of words can occur – students share their findings and replenish dictionaries.

One of the main tasks that must be solved in the learning process is the expansion of students' vocabulary. The role of vocabulary for mastering a foreign language is just as important as the role of grammar, because it is the vocabulary that conveys the immediate subject of thought. But knowledge of the meaning of a word is not enough, no less important is the possession of the connections of the word, its forms, the use and formation of phrases based on them.

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As we see, one of the necessary types of extracurricular independent work in the study of professionally oriented vocabulary is the compilation of a thematic dictionary or glossary. The purpose of this type of activity is the systematization of the studied professional vocabulary for further use in reading and translating foreign professional texts.

As we have already established, glossary is a bilingual dictionary containing a list of specialized terms arranged in strictly alphabetical order with translation into another language [9]. An educational dictionary of this type can be considered not only as a useful tool for studying, consolidating and repeating the studied vocabulary, but also for accumulating speech patterns associated with it. To achieve maximum efficiency, students can be encouraged to maintain a personal glossary throughout the course of language learning. The work on the glossary can be conditionally divided into several stages and depends on the level of language proficiency of the students. At the initial stage, the glossary may consist of a word, its transcription and translation. As they acquire the skill of maintaining a thematic dictionary and developing language skills in general, students can add synonyms and antonyms, various set phrases and speech patterns to the dictionary.

Mastering thematic vocabulary is one of the most important tasks in teaching professionally oriented translation. Compiling their own dictionaries-glossaries not only replenishes the student's vocabulary, but also implements various techniques for working with vocabulary. The work on compiling a thematic dictionary is individual in nature and at the same time significantly affects the quality of translations, since the goal of the student is not only to enter unfamiliar terms into his dictionary, but also to carefully study them.

Techniques for working with a thematic dictionary can be very diverse. [10] At the initial stage of teaching professionally oriented translation, the teacher can give students the task of writing out both unfamiliar and familiar words on the same subject, with translation into their native language. In the future, work with the thematic dictionary



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can be gradually complicated. The teacher can offer students to write down definitions of words in a foreign language (which is impossible without referring to monolingual dictionaries and involves research work on finding and working out definitions), entering examples of the use of this term into the dictionary (i.e. linking it to the context, which greatly simplifies work with this term when translating texts of similar subjects from the native language into a foreign one). Further, the work can be supplemented by adding synonyms of the word (if any) and antonyms to the dictionary.

Of course, the work with the glossary is not carried out without the control of the teacher. [11] In this regard, it can be noted that compiling a glossary is partly a classroom form of independent work. After reading adapted or non-adapted texts and articles on a certain topic, students write out in the glossary those words that, in their opinion, relate to a particular topic (as a rule, this is their specialization). Then, in the classroom, the teacher checks what words they wrote out. At this stage, the systematization of words takes place – students share their findings and replenish dictionaries. Thus, each student's thematic vocabulary will be complete, even if at first he lacks the knowledge to determine whether a particular word belongs to the topic under consideration.

After the words are defined and their translation is written out to the dictionary, work with it does not stop. Depending on the degree of language proficiency, the teacher can offer students to write out a definition of a word in a foreign language, find synonyms or antonyms for it, write out phrases most often used with this word or examples of its use (based on the text read). Consequently, there is not only work with the dictionary, but also a thorough study of the authentic text. As exercises reinforcing the lexical material, students can also be asked to translate the text from their native language into a foreign one, using their own glossary. Interestingly, the work of compiling a thematic dictionary does not require a lot of time in class, although it involves a sufficient amount of work at home. But the advantages of such dictionaries are obvious. Careful study of professionally oriented vocabulary further simplifies the



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work on authentic texts and is a good help when translating from a native language into a foreign one.

In addition, students can use the thematic dictionary when performing various exercises aimed at consolidating professionally oriented vocabulary, for example, exercises for replacing descriptive characteristics with specialized terms or exercises for using synonyms or antonyms of certain words and expressions.

Of course, compiling a glossary is a rather laborious process and requires thoughtful work with authentic texts, but, thus, the process of mastering vocabulary moves to the next stage. When working with an authentic text, one way or another, students come across a number of unfamiliar words that they must write out and translate into their native language.

Compiling a thematic dictionary involves not a simple translation, but cataloging, structuring and systematizing unfamiliar words, which has a beneficial effect on their memorization. Students do not need to write out new words over and over again in "nowhere". Constant work with the thematic dictionary, which is replenished with new words-terms from text to text, leads to the fact that, by accumulating words in their own dictionary, the student is able to quickly find the right word and ways to use it. As you know, multiple repetitions are one of the most important conditions for consolidating speech material and its lasting retention in memory. Thus, compiling a glossary is an effective way to master and memorize professional terminology.

The following are examples of tables for compiling glossaries:

A

№	English	Ukrainian translation

B

№	English	Definition	Example of usage	Ukrainian translation

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C

№	English	Ukrainian translation	Example of usage	Related phrases

D

№	English	Definition	Ukrainian translation	Synonyms	Antonyms

Let's summarize:

The **purpose** of independent work (compiling a glossary): to increase the level of information culture; acquire new knowledge; develop the necessary skills in the subject area of the training course.

**Glossary** is a dictionary of specialized terms and their definitions.

**Glossary entry** is a definition of the term.

**The content of the task:** collection and systematization of concepts or terms united by a common specific topic, according to one or several sources.

**Completing the task:**

- 1) read the text carefully;
- 2) determine the most common terms;
- 3) make a list of terms united by a common theme;
- 4) arrange the terms in alphabetical order;
- 5) compose glossary articles:

- give the exact wording of the term in the nominative case;

- expand the meaning of the term.

**Planned results of independent work:** the ability of students to solve standard tasks of professional activity based on information and bibliographic culture using information and communication technologies and taking into account the basic requirements of information security.

Knowledge of special terminology is important for graduates of any direction of university training. Compiling a thematic glossary is an important stage in the development of professionally oriented vocabulary by students, which is a reflection of their specialization. [12] With the help of such a task, they not only get the opportunity to

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significantly expand their vocabulary, but also learn more about the compatibility of words in a foreign language, which is no less necessary for a modern specialist to competently build both written and oral speech.

It is obvious that compiling a glossary is a rather laborious process that requires painstaking work with authentic materials. Compiling a thematic dictionary involves not only translation, but also the structuring and systematization of unfamiliar words, which has a beneficial effect on their memorization. Therefore, constant work with the glossary helps to expand and deepen the vocabulary and is an effective way to improve the lexical and communication skills of students.

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