

INTEGRATIVE STRATEGIES FOR FORMING AND ASSESSING LEXICAL COMPETENCE IN ENGLISH LANGUAGE TEACHING

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INTRODUCTION

The modern world increasingly requires proficiency in foreign languages, as they open up wide opportunities for education, employment and international communication. Knowledge of English is a key element of the educational process in higher education institutions.

Lexical competence is the basis of language training, because knowledge of vocabulary is necessary for the formation of all speech skills. Working with lexical material is an integral part of the educational process, and effective control over the acquisition of vocabulary is an important condition for increasing the effectiveness of learning. In our study, we emphasize that monitoring lexical competence should be carried out not only during diagnostic work, but also at the first stages of its study. This method allows for timely correction of all knowledge, skills and abilities to achieve a high level in learning English.

The features of the formation of students' lexical competence were studied by such scientists as O. Bigych, N. Borysova, O. Zemlianska, A. Kravchenko, I. Kukhta, O. Liashenko, V. Redko, S. Smolina, S. Shevchuk, as well as foreign researchers K. Karo, A. Leńko Szymańska, K. Mutusami, N. Rosado, S. Tanaka and others.

Modern approaches to teaching a foreign language emphasize the importance not only of studying vocabulary, but also of systematic control and assessment of the level of students' lexical competence, which contributes to the timely identification of difficulties, correction of the educational process and stimulation of students' independent work.

Thus, monitoring the formation of lexical competence in English lessons is a key element of a high-quality educational process, which ensures timely identification of the level of students' knowledge, correction of educational approaches and increasing the effectiveness of the formation of language skills.

The purpose of the study: to assess the level of formation of lexical competence of students in English lessons. Based on the stated relevance of the topic and the formulated goal of the study, the following research tasks were defined: to analyze theoretical approaches to the concept of lexical

competence and its control in foreign and domestic pedagogical science, to determine the features of the formation of lexical competence in students, to consider existing methods and forms of control of lexical competence in English lessons;

Research methods: a set of theoretical methods (analysis, systematization and comparison) was used, which made it possible to process the scientific literature and structure knowledge about the main components of lexical competence and modern approaches to controlling its formation.

1. The concept of lexical competence and its main components

Currently, foreign language education is considered a key component of personal development, which determines the need to form the ability to intercultural communication. We master English throughout schooling. The level of proficiency in it gradually increases at each stage of the educational process. Approaches to teaching foreign language education are transformed in accordance with the socio-cultural challenges of modernity and updated standards. This is a complex cognitive process that synthesizes cognitive activity, communicative and intercultural aspects, which involves the ability to apply this knowledge in real life in accordance with the speech goal. The development of a student's lexical competence is the task of a modern teacher, because the ability to speak a foreign language fluently is the key to a successful future. Before the work examines the content and structure of lexical competence, it is advisable to turn to the concept of competence, which is often mistakenly identified as "competence".

The main idea of teaching students is a competency-based approach, since it is focused on achieving specific results of the educational process. In his scientific work, John Raven considers the concepts of "competence" and "competence" not as identical. "Competence, in his opinion, consists in the synthesis of theoretical knowledge and practical experience necessary to perform a certain activity". While "competence is the ability and willingness to apply competencies in practice in order to achieve a certain goal"¹. We believe that it is advisable to distinguish between these two concepts, but it should be noted that they are interconnected. That is, it is the student's ability to solve certain educational tasks, and therefore the possession of competence is manifested in the integration of knowledge, skills and abilities, which are the key to successful solving tasks and problems in real life. In turn, we can call competence the norms and standards of behavior by which this ability is ensured and the requirement for knowledge and skills in a certain activity is set.

¹ Leńko Szymańska A. Defining and assessing lexical proficiency. London : Routledge, 2020. P. 123.

The concept of continuous education, embedded in modern educational paradigms, emphasizes the need to develop key competencies that provide adaptive adaptation of the individual to changing life and professional conditions. According to the "State Standard of Basic and Complete General Secondary Education"², competence is interpreted as an integrated result of the student's assimilation of the content of education in order to apply the acquired knowledge in specific situations.

Over the past ten years, foreign researchers, in particular K. Mutusami and V. Ariadoust, have increasingly moved away from classical models of communicative competence, emphasizing interculturality, multimodality, psychosocial motives and digital communication situations. New views on improving learning and improving the level of foreign language communicative competence are increasingly appearing in scientific discourse. They argue that "the traditional understanding of communicative competence is being transformed, embracing elements of multimodality, interculturality, telecollaboration and digital literacy as integral components of language education in the modern world"³.

Modern approaches are introduced as a rethinking of classical components, in particular linguistic and sociolinguistic, and new contexts and tasks adapted to the global and digital world. According to Tarvin and Rivella, et al. communicative competence is defined as "an integral quality that combines cognitive, emotional and behavioral components: the ability to act through the prism of society, effectively performing communicative tasks"⁴. It consists not only in knowledge of the language, but also in the ability to manage one's reaction, behave accordingly, adapt to situations and maintain mutual understanding. A comprehensive understanding of them allows for a more holistic analysis and improvement of interaction in different contexts. We highlight three key approaches that demonstrate the versatility of communicative competence:

1. Cognitive – knowledge of linguistic, sociocultural norms, communication strategies, the ability to analytically consider the context of expression.

² Державний стандарт базової середньої освіти : затверджено постановою Кабінету Міністрів України від 30 вересня 2020 р. № 898. *Офіційний вісник України*. 2020. № 81. С. 21. Ст. 2611.

³ Mutusami K., Ariyadoust V. Transitioning from communicative competence to multi-modal and intercultural competence: A systematic review. *Societies*. 2024. Vol. 14, No. 7.

⁴ Rivella D. Communicative Competence: Its Definition, Connection to Teaching and Relationship with Interactional Competence. URL: <https://www.researchgate.net/publication/283711223https://www.researchgate.net/publication/283711223>.

2. Emotional – be able to feel the communication situation, show empathy and tolerance, taking into account emotions, be psychologically ready for communication.

3. Behavioral – non-verbal signals and communicative strategies.

We will still adhere to a stable structure of communicative competence, since it is important for us to ensure systematicity and scientific validity, which have proven their effectiveness in pedagogical practice. The lexical component is basic in the structure of foreign language education of students. It is advisable to point out that communicative competence is formed by three key components: speech (practical aspects), sociolinguistic (speech experience) and pragmatic (personal qualities of the student).

Linguistic competence is a set of five competencies (phonological, lexical, grammatical, semantic and orthoepic), which is necessary for studying language as a system. Sociolinguistic competence involves awareness of the sociocultural conditions of language use. Pragmatic competence consists of the skills to use language in practice. The main goal is for students to successfully interact with native speakers. The replenishment of active language resources allows us to master a non-native language at the level of a native speaker. The development of lexical competence is a necessary condition for successful mastery of English. Therefore, it functions as a system-forming component of the level of communicative competence in a foreign language.

S. Smolina in her scientific works interprets communicative competence as “a person’s ability to communicate in different conditions, taking into account social norms and the appropriateness of statements. This competence includes knowledge and skills of communication with people and the ability to achieve goals through communication⁵.”

In our study, we use the terminology “lexical competence”, which is combined with the help of lexical cognitive and practical components and the ability to accurately select vocabulary in communication, taking into account age characteristics. To know how to pronounce and write them, to understand from heard speech and written text, to use them correctly in grammatical forms.

A. Syam Choudhury noted that “language competence can be divided into basic and extended. In a general sense, the basic component is the ability of a person to choose the most appropriate lexical units and use them taking into account the communicative context. This is the starting point of lexical competence, because it consists of general vocabulary, which serves as the basis for communication in the language. Extended is the use of

⁵ Смоліна С. В. Методика формування іншомовної лексичної компетентності. *Іноземні мови*. 2019. № 4. С. 21.

appropriate vocabulary in accordance with the circumstances of communication”⁶.

The ability of an individual to move to extended lexical competence by accumulating vocabulary is possible only after mastering the basic part. This lexical volume serves as the basis for further accumulation and active use of lexemes in various communicative situations. It is advisable to emphasize that the basic lexical component should have a thematic orientation that corresponds to the age characteristics, cognitive interests and current needs of students. Since the motivation for enriching the lexical level is the desire to study specific topics, it can be considered that the expanded lexical level of competence varies depending on the hobbies and interests of the individual. Let us consider in more detail the features of lexical competence, which is the basis of communicative competence. This aspect is of key importance for our study, because it is also a structural component, in the subject area of which the cooperation of the teacher and students is most clearly combined, and the mastery of which is the main and mandatory element. Lexical competence is in continuous connection with other components, the existence of which is impossible without the presence of a formed vocabulary in the student. It determines the development of all other branches in foreign language education. The accumulation of language units is necessary for all language skills. It includes the ability to choose the exact meaning of a word, combine units into established structures, and also adapt vocabulary to the communication situation.

There are different approaches to defining the components of lexical competence. They reveal what theoretical knowledge, practical skills and internal processes vocabulary mastery involves. This is necessary in order to determine the understanding of the essence of lexical competence, the use of methods for its formation and control. N. Borysova defines lexical competence as a complex system consisting of several elements: motivational (motivation to learn and setting goals), cognitive (knowledge of the vocabulary of the language), activity-practical (possession of skills and abilities) and reflective (self-analysis and control of one’s own activities)⁷. Such an approach is a universal format for effective mastering of a foreign language, since it is based not only on knowledge of vocabulary, but also on motivation to learn, practical skills in using vocabulary and reflection, which ensures the comprehensive development of lexical competence.

⁶ Syam Choudhury A. Second/Foreign Language Lexical Competence: Its Dimensions and Ways of Measuring it. *Imanager's Journal on English Language Teaching*. 2015. Vol. 5. P. 34–42.

⁷ Борисова Н.В. Способи та засоби формування англомовної лексичної компетенції в майбутніх вчителів англійської мови. *Psycholinguistics in a Modern World – 2022*. P. 33.

By studying the scientific work of O. Kosovych, we have the opportunity to consider what types of activities lexical competence encourages. It motivates the student to engage in the following types of activities:

- motivational activity (desire to learn new words, perform tasks using vocabulary, awareness of the need to master vocabulary);
- cognitive activity (learning new words, analyzing their ambiguity, and searching for synonyms and antonyms);
- reflective-behavioral activity (self-analysis and finding errors in the text or in other practical activities (memorizing words and developing speech))
- practical activity (memorizing words and developing speech skills)⁸.

The initial component of the content of learning a foreign language is lexical skills. This is the correct use and understanding of the connections between graphic-motor and auditory-speech forms of the word and its contextuality. The acquisition of this skill is formed throughout the entire period of language learning. Lexical skills are divided into two types: receptive and reproductive. A receptive skill is a person's ability to perceive and realize the semantics of words and speech expressions that he hears or reads. If we focus on the reproductive skill, we can describe it as the skill of using the existing stock of words in written or oral speech. They differ in the level of automation and are formed in stages. Doctor of Pedagogical Sciences V. Redko singled out the following features of formation, in particular and lexical skills: "Students must know typical phonetic, lexical, grammatical means, understand how to use the meaning of a certain word in a specific context, which language means are appropriate to choose for a certain situation, which non-verbal means are acceptable among native speakers, etc.

V. Redko⁹ emphasizes that effective mastery of such competence is possible only under conditions of purposeful work with all lexical phenomena, taking into account their systemic nature, stylistic features and speech function. The process of learning the lexical aspect is implemented in relation to learning grammar and pronunciation. Within the communicative approach, familiarization with new vocabulary occurs in conditions of contextual use. This allows the student to see or hear a new lexical word and form the first idea of its meaning, role in speech and form. New lexical units are mostly used in the oral speech of the teacher or are presented in writing.

In the course of studying and interpreting language material, it is important to form in students the ability to independently reveal the meaning

⁸ Косович О. Формування лексичної компетентності в умовах сучасного іншомовного навчання. *Педагогічний дискурс*. 2023. Вип. 34. С. 14–19.

⁹ Редько В. К. Оновлення змісту навчання іноземних мов у сучасній шкільній освіті – прерогатива Нової української школи. *Іноземні мови в школах України*. 2018. № 4. С. 10–15.

of new words, relying on linguistic intuition, previous experience and knowledge of word-forming models. One of the effective techniques is morpheme analysis – recognition of suffixal and prefixal elements familiar to students from previously learned words. For example, the lexemes *dancer*, *zookeeper* have a common suffix *-er*, which in most cases (if we are talking about nouns) denotes an occupation or profession. Such a model helps students not to be limited only to interpreting a new lexeme by analogy with already known ones.

In addition, a significant role in the process of intuitive understanding is played by the etymological similarity between English and Ukrainian words. For example, the lexemes *aquarium*, *platform*, *museum*, *telephone* have a transparent Latin or Greek basis, which coincides or is close to the equivalents in the Ukrainian language. These words are much easier to perceive and remember. It is worth paying special attention to polysemantic words, which, depending on the content, can acquire completely different, unexpected meanings. The assimilation of such units requires constant work with the context, involving students in the analysis of semantics in real communication situations. Understanding the basic lexical meanings allows students not only to remember, but also to distinguish similar words. This process occurs on the basis of semantic differentiation.

Basic lexical competence requires the use of lexemes in appropriate contexts. It involves understanding the semantic differences between similar vocabulary elements. Mastering the nuances of meaning allows students to express thoughts more precisely, avoid ambiguities, and adapt their speech to different communicative situations. The extraordinary component is lexical knowledge, that is, how we can reproduce the educational material on a practical level. We include in this category: spelling and pronunciation, word compatibility (collocations), grammatical form of the word, stylistics of lexemes and their socio-cultural meaning, semantic relations of words, rules of word formation.

The third component can be considered lexical skills, because in the process of forming their lexical competence, the student needs to replenish his vocabulary, creating his own knowledge base. At the final stage of practical actions, the meanings of words are mastered in the process of language practice and perception of texts. Skills are divided into two categories: basic and auxiliary. We can classify the basic skills as: understanding vocabulary and correct use in accordance with the context, appropriate selection of antonyms, synonyms, homonyms, use of stable phrases (collocations and idioms). We will single out auxiliary skills: determining the part of speech and grammatical forms of a word, explaining the meaning of a word, translating vocabulary.

Thus, lexical competence is a key element in the structure of foreign language communicative competence. The formation of which is impossible without a comprehensive approach, namely the study of lexemes and their practice in practice, taking into account the psychological and age characteristics of students. Since the main goal of foreign language education is free communication, when working on the formation of this competence, three components should be developed: lexical abilities, skills and knowledge. Effective functioning of competencies is possible provided that reading, writing, speaking and listening are developed. It is worth noting that lexical competence requires phased study.

2. Formation of foreign language lexical competence

Reforming the educational sector involves the implementation of key tasks, which are primarily aimed at improving the quality of the educational process. The modern concept of teaching foreign languages in general secondary education institutions is based on the formation of educational activity through the development of a set of basic competencies. At this stage of the development of pedagogical science, there is an active study of lexical competence, as well as its content, structure and components, and methods and conditions for its acquisition by students. The development of foreign language education in higher education institutions is a key moment, since during this period, students begin to realize how important the study of English is. Of course, language acquisition at this age occurs with the help of knowledge acquired in previous grades. Mastering the lexical component occupies a key place in language education, as it contributes to the development of students' speech skills. If reproductive everyday vocabulary dominates in the primary grades, then in the senior grades the need for productive use of thematically and stylistically complex vocabulary. In higher education institutions, the formation of psycholinguistic principles of foreign language education, in particular the study of English, is certainly ongoing. Students have already sufficiently developed communicative competence, which makes it possible to effectively use various language tools in communication¹⁰.

Enriching students' vocabulary is one of the priority tasks in general secondary education institutions on the basis of a certain lexical minimum that they must master from the school course. This minimum must be consistent with the content and objectives of teaching a foreign language in a specific educational context. In our opinion, it is important to characterize

¹⁰ Борисова Н. Нестандартні прийоми як складова формування комунікативної компетенції при навчанні майбутніх вчителів англійської мови. *Актуальні питання гуманітарних наук*. Вип. 59, том 1, 2023. С. 223.

the psychological and pedagogical principles of acquiring this competence in students, given that they determine the conditions, methods and effective approaches to organizing the educational trajectory. The key psychological and pedagogical conditions for the effective formation of lexical competence are as follows:

- improvement of all types of memory to expand the vocabulary with new words and the ability to create associations with them. Students should fix in memory new lexemes and practice using them in the right context;

- creation of a positive atmosphere and motivation in learning conditions. It is necessary to create comfort in the classroom in order to activate the internal need to acquire knowledge and awareness of why they should learn words;

- use of modern technologies focused on the development of lexical competence, which help to effectively learn new vocabulary and ensure its long-term memorization;

- a personally oriented approach to each student. It is worth remembering the personal psychological characteristics of students, their degree of assimilation of educational material and special needs in learning all language aspects.

In her research, O. Bihych emphasizes the significance of psychological and pedagogical factors in the formation of English-language lexical competence and its practical application as a key factor in vocabulary acquisition. She indicates that “the effectiveness of mastering LK is significantly influenced by the individual psychological characteristics of students. This is, first of all, the level of development of arbitrariness, awareness and selectivity of perception. The type of attention and memory (voluntary or involuntary), the type of memory (auditory, visual, etc.) are of great importance. The leading form of the student’s imagination (reproductive or creative) and the type of thinking (visual or abstract) also have a great influence on the effectiveness of the formation of lexical competence”¹¹. During our work, we set ourselves two key tasks: to help students master the lexical stock of the English language and provide them with resources to promote the development and improvement of speech abilities. When mastering new lexical units, one should pay attention to their aspects that may cause difficulties, and look for effective methods of overcoming them. According to O. Bihych and colleagues, the formation of lexical competence takes place in three main stages:

¹¹ Бігич О. Б. Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. класичних, педагогічних і лінгвістичних ун-тів / О. Б. Бігич, Н. Ф. Бориско, Г. Е. Борецька [та ін.] ; за заг. ред. С. Ю. Ніколаєвої. Київ : Ленвіт, 2013. С. 213.

1. The stage of acquaintance with new vocabulary, during which the theoretical foundations of the lexical system of a foreign language are mastered, the rules of its use are mastered, the meaning of lexical units is given and the features of their application in a certain temporal and spatial context are demonstrated.

2. The stage of automatization of lexical units, which involves the formation of practical skills and includes three levels:

- a) mastery of word forms, word combinations, phrases and sentences;
- b) the ability to work with supraphrasal units – dialogues, monologues, as well as mini-texts.

3. The stage of practical application, at which the ability to effectively use the learned vocabulary to solve communicative tasks, perform various speech exercises, and the level of mastery of lexical units is monitored.

Mastering lexical competence is a dynamic and step-by-step process that requires a combination of traditional and modern methodological principles. The correct organization of the three-stage model contributes not only to the assimilation of vocabulary, but also to the development of the general speech culture of students. Let us proceed to a more detailed analysis of each of them.

1. The familiarization stage involves the formation of students' understanding of the phonetic and graphic design of lexemes and the development of the ability to establish connections between a word and its meaning. Improving the skills of recognizing the meanings of words in speech, familiarization with communicative behavior that is characteristic of native speakers in a certain communicative situation. The teacher activates cognitive interest and motivates to study new vocabulary, in particular through authentic sources of information or interactive tasks. It is recommended to use the following methods and techniques:

- brainstorming – updating units in accordance with the topic of the lesson;
- the method of associations – establishing personal connections with new lexemes;
- search – working with texts or videos to immediately identify them in context;
- mind-map (creation of an associative lexical field); “theme prediction” based on keywords or images; working with illustrative material (visualization of vocabulary);
- warm-up: interesting facts, thematic situations, etc.

2. The stage of consolidating language material – the formation of connections between a lexical unit and its meaning contributes to the assimilation of knowledge about the structure of the language. At this stage,

the teacher offers students exercises to train the learned vocabulary to consolidate and use vocabulary in a certain communicative situation. No less key is the combination of the dictionary and grammatical components of the vocabulary. We can implement it through the following techniques and methods:

- role-playing games – active speech use within a simulated situation;
- the method of communicative tasks (task-based learning);
- exercises for inserting words into sentences or texts;
- exercises for paraphrasing;
- use of online resources: Quizlet, Wordwall, LearningApps, Kahoot, etc.

3. The stage of the practical element in communication is the development of skills and abilities necessary for the use of vocabulary in various types of speech activity, as well as the formation of strong connections between the word and its meaning. The main task is to consolidate new words in the student's active vocabulary in accordance with the communicative situation. The linguistic worldview of the student is improved. The level of performance of language tasks is assessed according to specific criteria. For this, the following methods and techniques can be implemented:

- project method – creating posters, presentations, booklets;
- portfolio method – keeping a personal lexical diary;
- research method – students independently study the origin and use of words;
- interview or talk show using the acquired vocabulary;
- creative tasks: writing a story, essay or script;
- discussions and debates;
- reflective circle.

In the process of mastering a foreign language and acquiring a certain level of proficiency, in particular in English, interaction between subjects of the educational process is not enough. First of all, the materials that the teacher uses in the lesson play a special role. Textbooks, audio, video, presentations, and visual aids must be effectively used in lessons. It is not enough to choose any audio or video material; it is necessary that the teacher, when working on finding materials for the lesson, take into account the age of students, their level of foreign language competence, and their area of interest. According to our vision, the most effective materials for acquiring lexical competence will always be authentic materials that stimulate students' motivational activity, stimulate the use of various methods that correspond not only to didactic goals, but also to the interests, experience, and motivation of the students themselves. The use of interactive and communicative methods makes it possible to transform learning into an

active, personally meaningful activity, and not just mechanical memorization of vocabulary. Critical thinking is a key component at this stage.

An important factor in its formation is the assimilation and appropriate use of lexical and grammatical units in everyday life. This is based on principles that play a decisive role. N. Siaska identifies the following basic principles¹²:

- the principle of communicability;
- the principle of developing creative thinking;
- the principle of consciousness and activity;
- the principle of strength;
- the principle of intercultural interaction;
- the principle of interactivity.

The principle of communicability involves learning in natural or as close to them as possible situations.

The principle of developing creative thinking is implemented through the independent work of students. Thus, they look for new approaches, new strategies for solving problems; independently formulate the problem statement; look for a way to solve it, using personal and social experience; analyze in detail, compare information and find a solution; defend their own argumentation.

The principle of consciousness and activity provides for “purposeful, meaningful, motivated assimilation of knowledge by students by means of widespread use in teaching problem-solving methods, mental operations and the possibility of a creative approach to learning”¹³.

The principle of durability consists in the long-term preservation of acquired knowledge, skills and abilities in memory. This principle is implemented in the repetition and activation of the studied educational material; memorization of new material in combination with previously studied material; grouping of material in order to systematize it.

The principle of intercultural interaction provides for such an organization of the educational process, in which the teacher takes into account the national and cultural features of the educational material in the conditions of intercultural interaction with native speakers.

The principle of interactivity is aimed at the interaction of all participants, when teachers and students are interested in communication and are ready to exchange information, express their ideas and thoughts, defend

¹² Сяська Н. Формування англомовної лексичної компетентності майбутніх учителів засобами автентичних поетичних текстів : дис. ... канд. пед. наук : 13.00.02 / Н. Сяська ; ДЗ «Рівнен. держ. гуманіт. ун-т». Рівне, 2014. С. 91.

¹³ Morska L. I., Zadorozhna O. I. Foreign language lexical competence in professionally oriented reading as a methodical problem. *Іноземні мови*. 2022. № 1. С. 9–15.

their position on a problem that is truly significant for them and stimulates the expression of their own opinion. Given the above, it can be summarized that the formation of lexical awareness is based on certain principles that allow you to quickly and efficiently use your own vocabulary when using a foreign language in various communicative situations. We consider it appropriate to note the importance of reflection and motivation in the educational process, without which it is impossible to create effective and productive activities for obtaining foreign language education and, as a result, the formation of lexical competence in students.

For effectiveness in improving the level of language training in English, students need to develop their own educational trajectory. It will provide conditions for the successful implementation of their own, potential directions in learning. Given that each of them can independently determine the main topics in order to deepen their knowledge of the school course. This also applies to learning new words, because the educational trajectory is an individual route that predicts intensive learning in advance. In the context of foreign language education, to create it, it is worth taking into account the initial level of training, interests, goals of the student, topics that need to be mastered, as well as the teaching aids that will be most appropriate.

The educational trajectory aims to encourage the optimization of lexical competence, as it involves the use of various methods from traditional memorization of new lexical units to interactive exercises, role-playing games, research, communication with native speakers and the involvement of authenticity. The motivational aspect is no less decisive, because a well-designed learning trajectory encourages the student to expand his vocabulary. He is better aware of the practical value of what he has learned. Thanks to this, the applicant can see the first significant results in a short period of time, since this can also be called an individualized way of learning the language.

In the process of working on lexical competence, the educational trajectory involves a gradual transition from simpler to more complex: first basic vocabulary, and then the confident use of antonyms, synonyms, collocations and idioms. With proper development, the student confidently applies the acquired knowledge. We are convinced that the educational trajectory in the formation of lexical competence acts as a powerful tool in demonstrating the goals set.

The rapid development of science transforms traditional education into digital, which leads to the emergence of a new concept of “digital lexical competence”. This causes cardinal changes in approaches to teaching and mastering educational material in another language. In our view, we cannot single it out as a separate type of competence, but rather as a modernized

form of implementing general lexical competence, which is an adapted version for the digital educational space. As M. Clark noted, “digital means not only activate lexical acquisition, but also contribute to the development of metacognitive skills”¹⁴. In addition, digital lexical competence is not just learning new words, but also the ability to apply educational material in the Internet space. Within HEIs, digital lexical competence can be developed through:

- interactive web quests with the search for new vocabulary;
- Google Forms with exercises on synonymy, antonymy, classification;
- creation of lexical mini-projects (e.g., blogging in English or a video podcast);
- use of chatbots and artificial intelligence to check the appropriateness of the use of words in context.

Given these processes, S. Tanaka emphasizes: “improving lexical competence in the digital age requires not only technical capacity, but also the ability to critically process information and assess its linguistic reliability”¹⁵. Digital lexical competence, accordingly, includes:

- the ability to independently search, check and analyze lexical information in the digital environment;
- possession of tools for thematic grouping and systematization of vocabulary;
- conscious use of online translation resources with a critical attitude to their content;
- integration of technologies for learning and repetition (e.g. Quizlet, Wordwall, Anki, Padlet, etc.).

Digital lexical competence is also closely related to information literacy and academic integrity. Thus, it is an integral part of modern foreign language teaching in higher education, as it provides students with the opportunity to effectively use digital resources to search, process and assimilate lexical units in the appropriate context. Mastering it contributes to the development of critical thinking, independent learning skills, as well as the formation of a responsible attitude towards the use of information from open sources, in particular through compliance with citation standards and avoidance of plagiarism.

Thus, the acquisition of lexical competence is an extremely important stage in the process of learning and mastering a foreign language. It is worth considering the implementation of 3 consecutive stages from independent

¹⁴ Clark M. The Use of Technology to Support Vocabulary Development of English Language Learners. URL: https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1239&context=education_ETD_masters

¹⁵ Tanaka S. OSF Preprints. 2025. URL: <https://osf.io/d725>

identification of the meanings of words in the language to the use of these words in an appropriate situation. Only if these steps are successfully implemented in the student's activity, can we talk about the acquisition of lexical competence. The effectiveness of vocabulary mastery is determined by a set of factors, including various approaches, principles, methods and techniques of teaching, as well as general didactic patterns.

3. Pedagogical principles, types and forms of control of students' lexical competence

A key stage in obtaining a foreign language education is the diagnosis of the formation of students' lexical preparation. In current assessment methods, the level of vocabulary mastery occupies a leading place, because it allows you to analyze the current level of material assimilation, timely identify gaps and adjust the educational process. The formation of lexical skills is a basic prerequisite for the implementation of foreign language communication, which is especially relevant for students preparing for the National Multi-Subject Test and further education in higher education institutions.

The formation of lexical competence is based on approaches, principles, types and forms of control. Let us consider the approaches that, according to V. Shymanska, are the basis of lexical competence¹⁶.

The competency-based approach is the basis of modern learning and is aimed at developing both general and subject-specific competencies in students. The key competencies of students include communicative, informational and educational. Lexical competence as part of communicative competence provides effective oral English communication. Therefore, it can be considered as one of the key competencies of students. The formation of lexical competence involves organizing the educational process in such a way that students can practically apply lexical knowledge and skills in various communicative situations.

The activity approach is aimed at performing practical tasks in real communicative situations, which contributes to the development of various components of competence. That is, special attention is paid to the authenticity of the material, student autonomy and the use of tasks, active vocabulary and assessment criteria¹⁷.

The problem-based approach in teaching a foreign language is aimed at solving real tasks and analyzing complex situations, which stimulates the

¹⁶ Шиманська В. В. Підходи і принципи формування лексичної компетентності в професійно орієнтованому усному англomовному спілкуванні майбутніх екологів. *Іноземні мови*. 2023. Вип. 101. С. 16.

¹⁷ Common European Framework of Reference for Languages. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16802fc1bf>

development of lexical competence in communication. It helps students to realize the negative consequences of certain actions or processes and make informed decisions in specific communicative situations. This approach significantly increases students' motivation and learning efficiency, especially contributing to the formation of productive speech skills, in particular the ability to speak and express thoughts in a reasoned manner.

The principle of activating speaking and listening skills in a professionally oriented approach involves performing practical tasks in professionally oriented situations using interactive teaching methods. This approach is the most effective for the formation of lexical competence, since it takes into account the educational needs and interests of students. Planning lessons of this type is based on the analysis of target situations and the specifics of students' future professional activities.

Controlling students' lexical knowledge is an important component of the process of learning English. Versatile types and forms of control make it possible to actually assess the level of vocabulary mastery and contribute to effective learning. Let us consider in more detail the content of each type of control and their significance in the educational process.

There are several types of control: previous, current, thematic (boundary), annual, semester, final. Each of these types of control has its own characteristics and performs certain functions in the process of learning a foreign language. Preliminary control is carried out before the start of the learning process in order to collect information about the level of knowledge.

Current control is implemented during the study of a certain topic in order to assess the level of formation of individual skills or the quality of mastering a certain educational material. In other words, this type of control allows the teacher to receive feedback on the success of students' mastering the topic and to timely adjust the educational process. Thanks to current control, the teacher receives important information about the effectiveness of learning, which allows him to adjust both the activities of students and his pedagogical strategy. The main tasks of this type of control also include the real assessment of students' own results, motivation for success, repetition of material in new situations, development of reflection and self-assessment.

The next important stage in the control system is thematic control. Thematic (boundary) control is carried out periodically and is aimed at checking the extent to which students have mastered the material of individual topics.

Semester control is carried out at the end of the semester to summarize and check the acquired knowledge and developed skills. It takes into account thematic results, the complexity of the studied material and the individual progress of the student.

Annual control is carried out at the end of the academic year on the basis of semester results and reflects the generalized level of formation of competencies, in particular the ability to apply the acquired knowledge in practice.

The final assessment of the level of formation of knowledge is implemented through summative control. Summarized control is carried out after the completion of the appropriate level of training. It determines the achievement of the required results, assessing the knowledge, skills and abilities of the student.

Summarized assessment is carried out on the basis of the dynamics of the student during the year, taking into account the current and thematic assessment and the results of diagnostics in 4 types of speech activity (writing, reading, speaking and listening). In other words, it is the result of the student's performance during the academic year.

Assessment in any form is an analysis of the student's work during the assimilation of knowledge. As a generalization, we can state that control and assessment are carried out not only as diagnostics, but also as timely intervention in order to improve learning outcomes.

In addition to the types of control, the forms of its implementation also play a significant role, determining the organization of the educational process.

First of all, we will consider in more detail control by the form of organization – individual control is one of the most accurate ways to test knowledge, since it allows you to assess the achievements of each student separately. The advantages of such control include the ability to deeply assess the student's preparation. However, its disadvantages include: a limited number of students who can be tested per lesson and a decrease in the fatigue of other students during an individual conversation.

Frontal control consists of a general conversation between the teacher and the class, during which students answer questions from the spot. It can be carried out several times per lesson. The advantages include the involvement of all students at the same time, active participation, and a fast pace of work depending on the complexity of the tasks and level. The disadvantage of this control is the superficiality of the assessment due to the scattered attention of the teacher and the limited possibility of an individual approach.

Group control is the performance of tasks in a small group (discussion, role-playing, staging). That is, the teacher prepares the task and distributes the roles.

Pair control is a modern version of group control, where students work in pairs.

The next group is the nature of the answer: written control is carried out through written tasks and is a type of frontal control.

Oral control is an individual interview, for example, as a speaking control.

And the last form of control is the use of the state or native language. Monolingual control is carried out only in a foreign language. Bilingual control includes the use of the native or state language (explanation, translation).

Thus, the lexical preparation of students is a key factor in successful foreign language learning, therefore its diagnostics has a systemic and multi-level nature. Different approaches to the formation of lexical competence – competency-based, activity-based, problem-based and professionally oriented – provide a comprehensive development of students' speech skills. Effective assessment is based on a combination of different types of control, which allow determining the level of assimilation of the material on at each stage of learning. Also important are the forms of control organization that ensure objectivity and diversity of lexical knowledge testing. Thus, a holistic control system contributes to the timely identification of gaps, increases motivation and ensures the high-quality formation of lexical competence.

4. Analysis of traditional and modern means of controlling lexical knowledge in the learning process

The educational reform prioritizes a shift toward holistic personality development and the cultivation of vital competencies. This evolution demands a fundamental transformation in assessment methodologies, moving away from traditional deficit-based models toward a strengths-based approach.

By adhering to a positive principle of assessment, educators prioritize the recognition of progress and achievement, which fosters a more supportive and motivating learning environment. This methodological shift ensures that evaluation serves as a tool for growth rather than a mere mechanism for highlighting shortcomings.

In the work “Pedagogical Monitoring and Pedagogical Diagnostics: The Essence and Interrelation of Concepts”, V. Starosta¹⁸ formulates a logical-structural basis for assessing the results of foreign language education, identifying four components that correspond to levels of students' academic achievements.

¹⁸ Староста В. Педагогічний моніторинг та педагогічна діагностика: сутність і взаємозв'язок понять. *Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського. Педагогічні науки.* 2017. № 4 (59). С. 499–505.

1. The assessment and outcome element (observation) contributes to the ongoing assessment of learning outcomes, documenting the actual achievements of students.

2. The diagnostic control component includes testing procedures, as well as the assessment and analysis of the results obtained in order to identify strengths and weaknesses.

3. The correction and analytical element (forecasting) is necessary to conduct an analysis based on the collected data, identify discrepancies and predict future achievements.

4. The managerial aspect involves making decisions based on analytical conclusions to improve the educational process.

This structure is logical, because control must be carried out gradually. It is impossible to carry out a final assessment of results without preliminary diagnostics, because, as we noted earlier, knowledge monitoring also performs a corrective function.

The basis for effective mastery of a foreign language is laid in the methods and approaches used to improve lexical skills, in particular in the formation of lexical competence. It is of crucial importance for successful foreign language communication, since the ability of students to accurately express their thoughts and understand a foreign language in various contexts depends on them. It is vocabulary that is the foundation for the development of all language skills: listening, reading, writing and speaking. Ukrainian researcher M. Yaroshchuk notes that "lexical competence is not only a key component of language competence in general, but also central to successful op "Language acquisition in foreign languages"¹⁹.

Modern pedagogical methodologies represent a variety of methods and tools aimed at the formation of lexical skills and students. Changes are accompanied by a combination of traditional and innovative techniques that take into account the psychological, age and individual characteristics of students. An important task of modern English language teaching methods is to ensure effective control, which should be carried out on a permanent basis.

As G. Brown notes: "Without regular and systematic control, it is impossible to effectively organize the educational process and achieve the goals set in vocabulary acquisition"²⁰. Assessment and control of the formation of lexical competence has its own difficulties, because it depends on many factors:

¹⁹ Ярошук М. Лексична компетентність як основа іншомовної комунікативної компетентності. *Актуальні проблеми філології та перекладознавства*. 2023. Вип. 17. С. 105.

²⁰ Brown H. D. *Language Assessment: Principles and Classroom Practices*
URL: https://evelintampubolon.files.wordpress.com/2016/09/h-_douglas_brown_-_language_assessment.pdf

I. The ambiguity of lexical units is a significant problem, since words can have several meanings that change depending on the context. We emphasize the importance of taking into account “contextual application” when assessing vocabulary knowledge, noting that they cannot be assessed only through the definition of a word, it is necessary to take into account contextual application, which reflects the true level of lexical competence. Lexical competence implies not only the presence of vocabulary, but also the ability to use the lexical elements available in the asset in the process of speech to express one’s position and attitude to what is said, the ability to vary lexical means depending on the sphere and situation in which the communicative process takes place.

II. Assessment of lexical knowledge using oral means often relies on the intuitive judgments of teachers, which can potentially lead to inconsistency and bias in the distribution of points. We believe that the problem can be solved by adhering to clear assessment criteria that take into account not only the accuracy of vocabulary use, but also relevance, richness and effectiveness in communication. This strategy offers more versatile assessment tools and reduces the influence of personal preferences of the teacher.

III. Limitations of conventional testing methods. This format is often unable to adequately assess the level of lexical competence in students. This indicates that although students can demonstrate an understanding of vocabulary in a fixed way, they may have difficulty using these words in oral or written communication. Teachers should not limit the control of lexical competence only to the testing method. Tests can be useful tools, but they are only one of many procedures and tasks that teachers can use to assess students,” noted K. Mutusami and V. Ariyadoust²¹.

Traditional assessment methods often do not take into account the needs and abilities of each student. The use of a combination of different forms of assessment – written, oral and performance – allows for a more comprehensive and objective assessment of students’ lexical knowledge. From the point of view of N. Ponomarenko, M. Smukhlyakova, N. Mochalova, V. Fomichova, “It is important to control the level of formation of LK directly in communication. The lexical component of speech skills is controlled in the process of developing skills in listening, speaking, reading, writing and translation”²².

²¹ Mutusami K., Ariyadoust V. Transitioning from communicative competence to multimodal and intercultural competence: A systematic review. *Societies*. 2024. Vol. 14, # 7.

²² Ponomarenko N., Smukhlyakova M., Mochalova N., Fomichova V. Test control of grammatical and lexical competences of secondary school students in Ukraine. *Arab World English Journal (AWEJ)*. 2023. Vol. 14, # 1.

The use of interactive forms of control plays a significant role in the formation of lexical competence. According to O. Matsievska, “the use of interactive methods helps to increase students’ motivation to learn, interest in the subject and their capabilities, acquisition of practical skills in using theoretical material, determines the organization and development of business communication, which leads to mutual understanding, solving joint tasks. These approaches are primarily focused on assessing passive vocabulary, in particular, on recognizing words or their meanings, but they are unable to assess the student’s ability to actively and creatively use lexical resources in an authentic communicative context”²³.

For decades, traditional control methods have been widely used in the practice of teaching English, which remain relevant today. They provide systematic monitoring of the dynamics of the development of students’ lexical knowledge, allow for objective assessment in the conditions of the classroom system. Let us consider in detail the traditional forms of control over the formation of lexical competence.

Testing (in the form of lexical tests for correspondence, filling in the gaps, choosing synonyms/antonyms, translating words) – allows you to measure the volume and accuracy of students’ knowledge, their ability to recognize and reproduce lexical units.

Oral answers and dialogues – provide a check not only on the availability of vocabulary, but also on the ability to use it in speech.

Writing short works, dictations, retellings – is aimed at controlling productive possession of vocabulary in written form. This serves to strengthen spelling skills and increase awareness of the phonetic structure of the word.

Translation from/to English – a traditional method that allows you to assess the accuracy of understanding and using lexical units in context. Such a control tool improves the verification of the lexical competence, in particular in the perception of ambiguity and contextual use of vocabulary.

Lexical cards, exercises for grouping words by topic or parts of speech – provide the development of associative thinking and help visualize knowledge. This is one of the simplest but extremely effective means of controlling and consolidating lexical knowledge. Such exercises activate visual memory, form associative thinking and contribute to a deeper assimilation of lexical material.

Frontal or individual questioning – allows you to quickly check the level of memorization of new vocabulary. This is one of the oldest and most

²³ Matsievska O. M. Didactic Fundamentals of Improving Lexical Competence (B2 Level). *Proceedings of the International Scientific Conference «Pedagogical Innovations in the 21st Century»*. March 2025. Vol. 5, Issue 1. P. 114.

common methods of control in the classroom. It is implemented in the form of an oral questioning, during which the teacher asks students questions, asks them to translate words, give definitions, compose sentences or a short description based on the learned vocabulary.

It is important that traditional means can serve as independent forms of control, and can be organically combined with modern methods – in particular, project-based learning, digital platforms or interactive exercises. From our point of view, their flexibility and adaptability make them an important element of effective English language learning, in particular for students, where the formation of lexical competence is of crucial importance for the communicative preparation of students.

Thus, traditional methods of controlling lexical competence remain relevant and effective means of testing speech knowledge, especially in the conditions of the classroom system. They provide systematicity, consistency and objectivity of assessment, allow the teacher to get a clear idea of the degree of assimilation of lexical material by students. At the same time, they help to identify problem areas in the assimilation of vocabulary and adjust the further educational process.

Modern control methods are aimed at integrating vocabulary testing with other components of language competence: grammar, speaking, reading and writing. They focus on the active use of vocabulary, which allows for a deeper and more functional assimilation of language material. Among the most effective methodologies is Task-Based Learning, or task-oriented learning.

In pedagogy, in particular in foreign language teaching, TBL (Task-Based Learning) is a methodology that puts the center of the learning process on the implementation of tasks that simulate real communication situations, which emphasizes learning through tasks. This approach allows the student to use new lexical units in an authentic communicative context. By completing these tasks, students practice incorporating vocabulary into their own statements, thereby strengthening their lexical skills and promoting the development of speech. Jedi-Sari-Biglar and Liman-Kaban investigated the effectiveness of this methodology: “Over six weeks, the group that performed mobile TBL tasks every Friday showed a significant increase in results in the assessment of lexical competence, as well as a positive attitude towards learning”²⁴. We believe that monitoring the formation of lexical competence using task-based learning technology involves not only assessing word acquisition, but also diagnosing students’ skills in effectively using vocabulary in communication with others.

²⁴ Jedi-Sari-Biglar S., Liman-Kaban H. The effectiveness of mobile-assisted task-based vocabulary learning on EFL students’ vocabulary achievement and attitudes. *Smart Learning Environments*. 2023. Vol. 10, No. 5.

The process of diagnosing the level of vocabulary acquisition using TBL involves observing the accuracy and appropriateness of the use of lexical units, the diversity of vocabulary, and the student's reaction during the task. In task-based learning (TBL), control is carried out by carefully observing students' use of vocabulary in communication, and not through disjointed exercises. After completing the task, the student must reflect in order to personally assess the level of lexical competence formation and correct inaccuracies that were identified during the work.

Within the framework of the Task-Based Learning (TBL) methodology, various forms and means can be used to control lexical competence, which are aimed at checking not only knowledge of vocabulary, but also the ability to use it in a real communicative context.

Oral productive speech. During use, the accuracy, variability and relevance of vocabulary in speech are assessed:

- mini-presentations on a given topic with target vocabulary;
- interviews in pairs according to a script;
- discussions / debates in which students must argue a position using lexical units of the topic.

2. Written tasks. Spelling, contextual use of vocabulary and stylistic compliance are monitored:

- writing emails, messages, invitations using keywords
- creating posts on social networks, announcements, reviews;
- written instructions or scripts for completing the task.

3. Project activities control the integration of vocabulary into speech:

- collective creation of posters, booklets, video presentations;
- role-playing games based on real situations (hotel booking, interviews, shopping, etc.);
- preparation of business games, simulations (e.g., conference, meeting, negotiations).

4. Self-assessment and mutual assessment form responsibility for learning:

- using checklists to record vocabulary;
- learning logs;
- partner sheets: one student assesses the use of words by another.

Thus, the TBL method involves control through the performance of tasks, rather than testing in the traditional sense. It allows you to assess the level of vocabulary, the student's ability to adapt words to the context and the ability to express themselves using new words.

Another important methodology is Content and Language Integrated Learning (CLIL), which provides language learning within the framework of other academic subjects. Instead of traditional language learning through

language exercises, students master a foreign language in the context of an academic subject (for example, history, geography or science), which contributes to a more natural acquisition of the language and expansion of vocabulary.

CLIL (Content and Language Integrated Learning) methodology has significant potential for monitoring the level of lexical competence, as it combines language skills with subject knowledge in a single learning environment. Unlike conventional testing methods, CLIL allows you to assess the true mastery of vocabulary in the process of learning through other disciplines. In Content and Language Integrated Learning, students are engaged not only in the formation of vocabulary, but also in its application to understand the content of various subjects, for example, describing geographical processes, explaining historical events or solving mathematical problems. Diagnostics of lexical competence in students occurs in the process of public speeches on specific topics, written descriptions of graphs, diagrams and models and the production of educational videos or explanatory materials. The teacher assesses both language knowledge and achievements in the subject. It is necessary to take into account the criteria that determine the accuracy and relevance of the terminology used, the ability to logically build complex statements. We believe that CLIL has two outcomes: the acquisition of knowledge about both the subject and the improvement of language skills through the integration of vocabulary. “The organization of the learning process according to CLIL contributes to the improvement of language competence and the effectiveness of mastering a foreign language by creating an artificial language environment, develops creative and critical thinking, creative potential and intercultural knowledge, increases students’ motivation and self-esteem”²⁵.

CLIL lessons include group tasks, role-playing and experimental modeling, and all this is carried out in a foreign language. The teacher monitors the way in which students use vocabulary during joint work. In other words, we can diagnose the level of vocabulary in students in a real, somewhat scientific environment. We interpret the following methods of implementing control using CLIL:

- oral presentation or video clip – students give a presentation about a historical event or natural phenomenon using new terminology;
- text report – a detailed explanation of a biological experiment or a description of a historical event;

²⁵ Посудієвська О. Підхід CLIL (предметно-мовного інтегрованого навчання) в українській системі освіти: особливості та перспективи впровадження. *Науковий вісник Дніпровського національного університету імені Олеся Гончара. Серія: Філологічні науки*. 2023. Вип. 70, № 2. С. 55.

- data analysis / interpretation of graphs – students comment on graphs, tables and statistical data related to the subject;
- use of mind-maps – students independently create mind maps containing key terms.

Thus, the use of the CLIL methodology in the process of controlling students' lexical competence ensures the integration of linguistic and subject knowledge, which contributes to a deeper assimilation of vocabulary in the context of real subject learning. The use of various forms of diagnostics – from oral presentations to analytical tasks – allows you to effectively assess the level of lexical competence of students in natural communicative conditions, increases motivation and forms critical thinking. Thus, CLIL is an effective means of forming and controlling lexical knowledge in modern education.

In the process of teaching a foreign language, one of the key aspects is the formation and control of students' lexical competence, which involves not only memorizing new words, but also their active use in real situations. Let us analyze in more detail the communicative types of control:

Discussion circle / Round table makes it possible to assess students' possession of vocabulary related to a certain topic, as well as the ability to use it flexibly and appropriately in communication. This format uses the following assessment methods: speech assessment cards that emphasize both the quantity and quality of lexical units used, checklists for assessing active vocabulary, and mutual assessment of discussion participants. The Aquarium method allows you to simultaneously organize learning and management. In this approach, one half of the students participates in the discussion, while the other half observes and documents the speech, noticing new vocabulary, linguistic inaccuracies, and stylistic elements. Over time, the roles are reversed. An effective mechanism for regulating lexical competence is debate. From our point of view, they provide an opportunity to assess not only a person's vocabulary, but also his or her ability to build logical arguments, of 3 components: knowledge, skills and abilities. Analysis of the theoretical foundations for the correct diagnosis of vocabulary acquisition in students shows that it is key in foreign language education, because without knowledge of vocabulary in English it is impossible to implement other components. We believe that this is one of the most important tasks in the school English course.

In the context of the digital transformation of education, vocabulary acquisition takes on new dimensions, which necessitates the consideration of the concept of digital lexical competence. It includes not only knowledge and ability to operate with language units, but also the ability to use digital tools to search, acquire and systematize new vocabulary in communicative situations.

Vocabulary acquisition is determined by a number of factors, including the age of students and their psychological and pedagogical characteristics. It is appropriate to conduct not only summative assessment, but also formative, since this type of assessment promotes self-reflection in participants in the educational process and develops additional motivation. Control and assessment, in turn, can perform not only a diagnostic function, but also a corrective one. Timely diagnostics are necessary for the correction of methods and techniques in English lessons in higher education institutions. The work revealed that most teachers and methodologists consider this to be a generic concept that includes assessment as part of control. However, today the Ukrainian educational system is increasingly introducing new, modern methods and methods of assessment and control in foreign language lessons.

CONCLUSIONS

Acquiring competence in the use of vocabulary is crucial in the study of a foreign language. It is a key component of communicative competence, which is the basis of foreign language education in Ukraine. We can argue that this is a rather complex concept that can be implemented only if the student has four types of activity: motivational, cognitive, reflective-behavioral and practical.

Another factor is the implementation of three consecutive stages from independent identification of the meanings of words in the language to the use of these words in an appropriate situation, because only if these stages are successfully implemented in the student's activity, can we talk about the formation of lexical competence. It consists of 3 components: knowledge, skills and abilities. Analysis of the theoretical foundations for the correct diagnosis of vocabulary acquisition in students shows that it is key in foreign language education, because without knowledge of vocabulary in English it is impossible to implement other components. We believe that this is one of the most important tasks in the school English course.

In the context of the digital transformation of education, vocabulary mastery is taking on new dimensions, which necessitates the consideration of the concept of digital lexical competence. It encompasses not only knowledge and skills in operating with language units, but also the ability to use digital tools to search, assimilate and systematize new vocabulary in communicative situations.

Vocabulary mastery is determined by a number of factors, including the age of students and their psychological and pedagogical characteristics. It is appropriate to conduct not only summative assessment, but also formative, since this type of assessment promotes self-reflection in participants in the educational process and develops additional motivation. Control and

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SUMMARY

The article explores the theoretical and methodological foundations of forming and controlling students' lexical competence during English language learning within the context of higher education institutions. The research defines lexical competence as a multi-level structure encompassing linguistic, sociolinguistic, and pragmatic components. Special attention is given to the psycho-pedagogical factors of vocabulary acquisition and a detailed analysis of the three-stage instructional model: from the introduction of new lexemes to their automation and active communicative use. The author substantiates the necessity of implementing a systemic control framework that combines traditional methods, such as testing and dictations, with modern approaches like Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL). The study highlights the role of individual educational trajectories and the digital transformation of education, which gives rise to the concept of digital lexical competence. Furthermore, it outlines the advantages of interactive assessment methods and the use of digital platforms to ensure qualitative feedback. It is concluded that an effective control system must be both diagnostic and correctional, fostering increased motivation and student autonomy. The findings confirm that a holistic approach to forming lexical skills serves as the foundation for the successful foreign language training of future specialists.

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