
Structural and semantic analysis of the vocabulary of the professional community of designers and its study in the English language classroom



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Abstract

One of the most challenging aspects of teaching English to non-native speakers is characterizing the grammatical and semantic characteristics of the functional and semantic layers of vocabulary through the analysis of professional texts. The principle of complexity, which calls for methodical and connected work on the word as an essential component of speech, is one of the tenets underpinning the development of professionally oriented speech among foreign-speaking students learning English. Since vocabulary is the building block of any language and is used to construct texts, it is impossible to develop speech skills and abilities without mastering the system of word knowledge. Lexical competence is one of the most crucial aspects of language acquisition. For one thing, the lexical component of teaching the language of the profession has not yet been scientifically developed and methodically organized, which presents significant challenges for foreign-speaking students trying to assimilate the unique vocabulary of the English language. The study identified and described the formal and semantic structural features of the vocabulary of the professional sociolect of designers; it also identified the term-formation models of the semantic field "interior design" and the types of convergence and divergence of professional vocabulary units of living space designers in languages that are fundamentally different from students' native tongues and English, which serves as both the instruction and future professional activity languages. The particulars of these languages' structures account for their unique characteristics, and the comparative-typological research approach enables us to recognize speech organization patterns across two or more languages.