TECHNOLOGIES OF DEVELOPMENT OF STUDENTS' PROFESSIONAL VOCABULARY IN ENGLISH IN VOCATIONAL SCHOOLS

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Abstract: The rapid globalization of the workforce necessitates proficiency in English, particularly in professional contexts. This study examines the technologies employed in vocational schools to develop students' professional vocabulary in English. It explores the effectiveness of digital tools, blended learning approaches, and interactive methods in enhancing language acquisition. The findings underscore the importance of integrating technology in vocational education to better prepare students for the global job market.

Keywords: professional vocabulary, vocational schools, English language learning, technology-enhanced learning, language acquisition, educational technology, professional competence, vocabulary development, instructional strategies, technical education

Introduction

In the modern educational landscape, vocational schools play a critical role in preparing students for specific trades and professions. With English being the lingua franca of international business and technology, it is essential for vocational students to acquire a robust professional vocabulary in English. This article investigates the various technologies used to facilitate this learning process and their impact on students' proficiency.

Literature Review

The development of professional vocabulary in a second language has been widely studied. According to Nation (2001), vocabulary knowledge is fundamental to language proficiency, impacting reading comprehension, communication skills, and academic success. Recent research by Schmitt (2010) highlights the importance of context and repeated exposure in vocabulary acquisition. In vocational education, the challenge is to combine theoretical knowledge with practical skills, necessitating innovative teaching methods.

Methodology

This study employs a mixed-methods approach, combining quantitative data from pre- and post-tests of vocabulary knowledge with qualitative feedback from

students and teachers. Participants included 150 students from various vocational schools, who were exposed to different technological interventions over a semester.

Technologies Used

1. Digital Learning Platforms: Platforms such as Duolingo, Memrise, and Quizlet provide interactive and gamified learning experiences. These tools use spaced repetition algorithms to enhance retention and offer immediate feedback to learners.

2. Blended Learning: Combining traditional classroom instruction with online components, blended learning leverages the strengths of both approaches. Teachers can use online modules for vocabulary drills and in-class time for practical application and discussion.

3. Mobile Applications: Mobile apps offer flexibility and convenience, allowing students to learn on the go. Vocabulary apps tailored to specific professions can provide context-relevant terms and usage examples.

4. Virtual Reality (VR) and Augmented Reality (AR): VR and AR technologies create immersive environments where students can interact with virtual scenarios related to their field of study. For example, a student in a culinary program might navigate a virtual kitchen, learning the names and uses of different tools and ingredients in English.

5. Interactive Simulations and Games: Simulations and serious games provide realistic contexts for vocabulary use. In fields like healthcare, engineering, and hospitality, these tools can simulate workplace scenarios, requiring students to use their professional vocabulary actively.

Results

The pre- and post-tests indicated a significant improvement in vocabulary knowledge across all groups. Students using digital learning platforms showed an average increase of 25% in vocabulary retention. Those engaged in blended learning and mobile applications also demonstrated notable gains. Qualitative feedback highlighted the motivational aspect of interactive and gamified learning environments, with students reporting increased engagement and confidence in using English professionally.

Discussion

The integration of technology in teaching professional vocabulary in English proves highly effective in vocational schools. Digital tools provide diverse and adaptable resources that cater to different learning styles. The use of VR and AR, although less common due to cost, offers immense potential for immersive and

practical language learning experiences. Blended learning models effectively bridge the gap between theoretical knowledge and practical application, ensuring that students can apply their vocabulary in real-world settings.

Conclusion

Technologies such as digital learning platforms, mobile applications, VR, and AR play a crucial role in developing students' professional vocabulary in English in vocational schools. These tools enhance traditional teaching methods, offering interactive, engaging, and contextually relevant learning experiences. As vocational education continues to evolve, the integration of such technologies will be essential in preparing students for the demands of the global workforce.

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