patterns. Cognitively, it enables one domain of experience to be structured partly in terms of another. Pragmatically, it performs context-sensitive communicative functions. Culturally, it can encode shared models, values, and conventional interpretations of experience. Restricting metaphor to any one of these dimensions would reduce the complexity of metaphorical meaning and overlook the interaction among language, cognition, context, and culture.

In conclusion, the formation of metaphor theory can be described as a movement from a predominantly rhetorical interpretation toward an integrated cognitive and cultural understanding. Aristotle established the classical foundation by explaining metaphor through transferred naming and analogy. Richards and Black challenged substitution-based accounts and emphasized semantic interaction. Lakoff and Johnson radically broadened the scope of metaphor by demonstrating its systematic role in ordinary conceptualization, while later researchers such as Kövecses showed that metaphorical thought is shaped by the interaction of embodiment and culture. Contemporary metaphor theory thus regards metaphor not merely as an expressive ornament but as a dynamic mechanism connecting language, cognition, experience, discourse, and culture. This multidimensional interpretation provides a productive theoretical basis for further comparative research across languages and literary traditions.

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THE ROLE OF VOCABULARY ENHANCEMENT IN DEVELOPING ADVANCED EFL READING SKILLS

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Abstract. This article examines the role of vocabulary enhancement in developing advanced EFL learners' reading skills. It focuses on the relationship between vocabulary knowledge and learners' ability to understand, interpret, and

analyze complex English texts. Particular attention is given to the use of contextual clues, word families, collocations, and academic vocabulary in reading instruction. The article also discusses practical strategies that can help learners understand unfamiliar words without relying excessively on dictionaries or translation. It is argued that systematic vocabulary development can improve reading comprehension, support independent learning, and enhance learners' ability to identify both explicit and implicit meanings in academic texts. The study highlights the importance of integrating vocabulary instruction into Advanced EFL Reading classes.

Key words: vocabulary enhancement, EFL, advanced reading, vocabulary development, reading comprehension, academic vocabulary.

Vocabulary knowledge is one of the fundamental components of successful reading comprehension in English as a Foreign Language (EFL). As learners progress to an advanced level, they encounter increasingly complex texts containing academic terminology, less frequent words, idiomatic expressions, and context-dependent meanings. Therefore, advanced EFL reading requires not only general knowledge of English vocabulary but also the ability to recognize, interpret, and use words appropriately in different contexts. Vocabulary enhancement can consequently play an important role in helping learners understand complex texts and develop more effective reading strategies.

Reading comprehension involves several interconnected processes. Learners need to identify the main idea, recognize supporting details, understand relationships between ideas, make inferences, and distinguish explicit information from implied meanings. Limited vocabulary knowledge may interfere with these processes because unfamiliar words can prevent learners from constructing a complete understanding of a text. When learners encounter too many unknown lexical items, they may focus excessively on individual words instead of understanding the overall meaning. For advanced learners, this problem can become particularly significant when reading academic, scientific, or professional texts.

Vocabulary knowledge, however, should not be understood simply as the number of words a learner knows. It also includes knowledge of word meanings, word forms, collocations, grammatical patterns, and appropriate usage. For example, knowing the word "significant" involves more than understanding its basic meaning. Advanced learners should also recognize expressions such as "significant difference," "statistically significant," or "a significant role." Such lexical knowledge enables learners to process academic texts more efficiently and recognize how vocabulary functions within a particular context.

One effective approach to vocabulary enhancement is teaching learners to use contextual clues. Instead of immediately translating every unfamiliar word, students can examine the surrounding words and sentences to infer meaning. Definitions, examples, contrasts, synonyms, and cause-and-effect relationships within a text can provide useful clues. For instance, if a text states that "the region experienced severe drought, resulting in a prolonged period without sufficient rainfall," learners may infer the meaning of "drought" from the explanation that follows. This strategy

encourages learners to become more independent readers and reduces their dependence on dictionaries and direct translation.

Another important aspect of vocabulary development is learning words in lexical groups and word families. Advanced learners frequently encounter different forms of the same lexical item in academic texts. For example, the word family of "analyse" includes "analysis," "analytical," and "analytically." Understanding these relationships allows learners to recognize unfamiliar forms more easily. Word-family activities can therefore help students expand their vocabulary systematically while simultaneously improving their ability to process academic texts.

Collocations are also particularly important for advanced reading. Words rarely occur in isolation; instead, they commonly appear with particular words and expressions. Examples include "conduct research," "draw a conclusion," "strong evidence," "pose a threat," and "acquire knowledge." Familiarity with such combinations allows learners to process texts more naturally and predict possible meanings from the surrounding context. Teaching collocations through reading passages can therefore combine vocabulary development with comprehension practice.

Academic vocabulary deserves special attention in advanced EFL reading classes. University students regularly encounter words such as "establish," "indicate," "demonstrate," "evaluate," "contribute," "approximately," and "consequently." These words appear across different academic disciplines and are essential for understanding lectures, textbooks, research articles, and other academic materials. Teachers can introduce academic vocabulary through authentic or adapted texts and encourage students to identify recurring lexical patterns. Rather than presenting long lists of isolated words, vocabulary can be taught as part of meaningful reading activities.

Another useful strategy is repeated exposure to new vocabulary. A single encounter with a new word is rarely sufficient for long-term acquisition. Learners need to meet and use vocabulary several times and in different contexts. Teachers can therefore recycle previously introduced words in subsequent reading passages, comprehension questions, discussions, and writing tasks. Such repetition strengthens learners' familiarity with vocabulary and helps move words from passive recognition toward active knowledge.

Vocabulary enhancement can also support learners' inference skills. Advanced reading often requires students to understand information that is not directly stated. When learners have sufficient lexical knowledge, they can combine vocabulary information with their background knowledge and contextual understanding to make reasonable interpretations. For example, recognizing words associated with uncertainty, probability, or evaluation can help students identify the writer's attitude even when it is not explicitly expressed. Thus, vocabulary knowledge contributes not only to understanding individual sentences but also to interpreting the deeper meaning of a text.

Importantly, advanced learners should also be encouraged to develop strategies for dealing with unfamiliar vocabulary. It is not necessary to understand

every single word in a text. Students should first determine whether an unfamiliar word is essential to the overall meaning. If it is not, they can continue reading and use the wider context to maintain comprehension. If the word is central to the text, they can analyze its form, context, and relationship with surrounding words before consulting a dictionary. Such strategic reading behavior can make learners more confident and independent.

Overall, vocabulary enhancement has a significant role in developing advanced EFL reading skills. A strong vocabulary base enables learners to process complex texts more efficiently, understand academic language, make inferences, and recognize relationships between ideas. However, effective vocabulary instruction should move beyond memorizing isolated word lists. Contextual learning, word families, collocations, academic vocabulary, repeated exposure, and inferencing strategies can provide learners with more effective ways of expanding their lexical knowledge. Integrating these approaches into Advanced EFL Reading classes can contribute to both improved reading comprehension and greater learner autonomy.

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“CONTEMPORARY SOLUTIONS TO PROBLEMS IN TEACHING FOREIGN LANGUAGES IN NON-PHILOLOGICAL FIELDS”

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Abstract. This article analyzes the problems encountered in the process of teaching foreign languages in non-philological fields of study and their contemporary solutions. Drawing on the scholarly works of Sidikova (2025),