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THEORETICAL ASPECTS OF FORMING LEXICAL ENGLISH COMPETENCE WITH THE USE OF MULTIMEDIA TECHNOLOGIES

Introduction. Lexical competence is a person's ability to properly design their statements and understand other people speech, based on the complex dynamic interaction of relevant skills, knowledge and lexical awareness. The success of the formation of lexical competence depends on the level of lexical skills, the amount of acquired knowledge about the lexical side of speech and the dynamic interaction of these components on the basis of general linguistic lexical awareness.

The problem of teaching foreign language vocabulary remains relevant because it needs to be considered in the context of the competence approach, which will allow to coordinate and synchronize the formation of foreign language lexical competence with other competencies. Such scientists as V. A. Buchbinder [9], S. F. Shatilov [8], O. V. Solovova [7] and others studied the problem of learning foreign vocabulary. However, the issue of methods of forming foreign language lexical competence at secondary schools needs to be further investigated. Various aspects of forming competence have been studied by such scholars as O.B. Bigich, N.F. Borysko, G.E. Boretska, V. H. Redko, and others.

Learning a foreign language in secondary schools involves learning a certain number of words. One of the goals of learning a foreign language is the formation of foreign lexical competence, which is an important prerequisite for mastering foreign language communicative competence. Lexical competence is a person's capacity to correctly formulate their sentences and interpret expressions, centered on a diverse and fluid combination of specific abilities, expertise, and lexical understanding. Thus, lexical competence includes lexical skills, knowledge and general language awareness or the ability to use them in all types of speech activity.

One of the priority areas in the field of informatization of education is the development and implementation of multimedia equipment, the introduction of multimedia products into the educational process. The use of multimedia allows to increase the intensity and efficiency of the learning process, creates conditions for self-education and distance education, thus allowing the transition to lifelong learning [6].

The objective of this paper is to study the theoretical foundations of the methodology of forming lexical competence of high school students with the use of multimedia technologies in the process of specialized training.

The results and discussion. With the introduction of the competence approach in the field of education, the role of the teacher in the modern secondary school has changed. The teacher is no longer considered an object of knowledge, and his new main goal is to motivate for learning activities. That is why in English lessons every form of work, all kinds of activities should be aimed at the formation of competencies necessary for both effective language acquisition and for the general self-development of students. According to the basic methodological principle of the Common European Framework of Reference for Languages [11], methods and tools for teaching a foreign language

should be clear, varied in form and effective to achieve specific goals set by the teacher, taking into account age, psychological, social characteristics of students.

As stated by E.V. Dolinsky [3], the formation of lexical skills involves students mastering the rules of correlation of a particular lexical unit with other tokens in thematic and semantic groups, with synonyms and antonyms; clear definition of the meaning of the word, its correlation with similar or contractive meanings of comparable tokens; mastering the rules of word formation; mastering the functions (provided by the current curriculum) of a certain lexical unit in receptive and productive texts.

Therefore, in order to develop receptive and reproductive lexical skills at different stages such as familiarization, automation, application, it is important to use the capabilities of authentic resources in combinations of traditional and modern, digital and multimedia ones. Among them we can name the radio, audio, video, books and authentic written texts of newspapers, magazines, advertisements, etc, as well as online conferences and various types of communication with native speakers. These ways are considered to be effective in the formation of English lexical competence, provided a comprehensive or alternating application, taking into account the factors of their innovation, accessibility, relevance for a particular age group. For high school children it is important to present lexical material, which should be at the same time informative, effective and unconventional, original, because modern high school students are representatives of the generation of rapid technologicalization of all spheres of life.

Given the socio-psychological characteristics of high school students, lexical skills should be formed not only with the help of authentic traditional teaching aids, such as reference books, dictionaries, English textbooks, but also information and electronic technologies of Internet resources, mobile applications, educational computer games and more. Computerization of the learning process contributes to the reconsideration of conventional ways and techniques of teaching international languages, the introduction of modern teaching strategies, such as blended learning approaches. According to A. Krasulya [1] the components of blended learning includes teacher instructions, webinars, conference calls, live or online sessions with tutors, instructors, use of chats, e-mail, blogs, podcasting, social networks, YouTube, Skype and web boards, etc.

In the context of this research we should mention, that the method of blended learning involves the acquisition of lexical material through face-to-face interaction of student and teacher, called traditional learning and technological capabilities of pervasive learning U-learning, known as ubiquitous learning - mobile and e-learning.

Thus, the teacher performs the function not of the main provider of information, but of the coordinator of the educational process. Its role in the formation of lexical competence is to develop communicative, conditional-communicative and non-communicative exercises; search for the necessary media materials, mobile applications, online simulators, electronic dictionaries, tests using a personal computer, laptop, tablet, smartphone or other mobile devices; control of lexical skills by traditional and electronic means.

Conclusions. Defining theoretical aspects and studying the views of scientists on the concept of competence in the educational process allowed to establish that the modern approach to education in the 21st century requires active development of various skills of modern high school students in the acquisition of sociopolitical, informational, intercultural, educational and communicative competencies. Education of foreign language communicative competence as a basis for successful and effective communication, provides the ability to choose the necessary models of communication, interact with society, gain foreign language experience by learning foreign languages, including English - the language of international communication.

Successful study of a foreign language depends on regular and gradual replenishment of lexical stock - the formation of lexical competence, which involves the ability to correctly design statements, understanding of authentic sources of information.

One of the important tasks set for students in learning a foreign language is to acquirement lexical competence, as it is part of the communicative competence of students. The formation of lexical competence of high school students acquires great importance and relevance, because it is students who have a greater ability and readiness to learn a large number of lexical items. School age is the age of formation of the child's personality. According to M.M. Zabrotsky [5], at this time there is a restructuring of the entire system of relations of the child with reality. Scientists have agreed that the

organized influence on the child during this period allows him to quickly and easily master the spoken form of a foreign language.

Therefore, today, the best way to form English lexical competence is a system of blended learning, which combines traditions, full-time and class learning, with technological progress – pervasive learning U-learning using mobile devices and electronic computer technology. Blended learning allows you to diversify the learning process by performing exercises based on teacher instructions, traditional authentic sources: textbooks, reference books, dictionaries, and develop tasks using E-learning and M-learning, podcasting, chats, e-mail, blogs, social networks, online educational platforms, YouTube videos, electronic dictionaries, etc.

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БІЛІНЬСКА ЮЛІЯ

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ENHANCING FOREIGN LANGUAGE LEXICAL COMPETENCE OF THE STUDENTS OF NON-LINGUISTIC SPECIALITIES

The article deals with some aspects of forming the foreign language communicative competence of students of non-linguistic specialties. The paper briefly discusses some aspects of implementation of communicative approach to teaching English for specific purposes and describes some ways of enhancing lexical competence of students of students of Economics. A set of communicative exercises to be used while working with students of Economics in order to form their lexical competence has been demonstrated.

Keywords: lexical competence, English for specific purposes, professional communication, job-related surrounding, career-related settings

Teaching English for professional communication presupposes teaching the foreign language in job-related or career-related settings where students develop a professional interest in learning English. The common factor in all EFL programs for professional communication is that they have to be designed for students who have a common professional or job-related reason for learning English, the purpose to use it in the vocational or professional field, a common context in which to use English and some content knowledge of their subject area.

In other words, students of non-linguistic specialties have to master the English language at the level suitable for communication. It demands developing the communicative competence, which is vital for the professional foreign language communicative competence which in its turn includes lexical competence.