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Яворська М. В.
група мАМ–1 (Тернопільський національний
педагогічний університет імені Володимира Гнатюка)
Науковий керівник – канд. пед. наук, доцент Клименко А. О.

METHODS OF FORMING ENGLISH LEXICAL COMPETENCE OF HIGH SCHOOL STUDENTS BY MEANS OF MULTIMEDIA TECHNOLOGIES

Lexical competence is a person's ability to properly form 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.

Learning a foreign language in secondary schools involves learning a certain number of words. Key objective of learning a foreign language is the formation of foreign lexical competence, which is an important prerequisite for mastering foreign language communicative competence.

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. Multimedia is considered to be the content that uses a combination of audio and video representations such as text, audio, images, animations, video, and interactive media. The role of multimedia tools in today's higher education can't be underestimated as it 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.

As far as the English teaching process is concerned, 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. Thus the use of multimedia authentic sources such as 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. will definitely help to meet all these requirements easier and more efficiently.

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. Therefore methods and tools for improving student's vocabulary skills should be clear, varied in form and effective to achieve specific goals set by the teacher, taking into account age, psychological, social characteristics of pupils. During the process of multimedia English vocabulary skill teaching, sounds and pictures can be set together that aid to enrich the content of classes. By means of Multimedia technologies teachers can provide students not only with rich, sources of authentic learning materials, but also

attractive pictures and pleasant sounds, which overcomes the lack of authentic language environment and arouses students' interest in learning English vocabulary and communication skills.

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.

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. Despite all pros of using multimedia technologies in training vocabulary skills media is definitely helpful tool for improving linguistic competence in general.

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Янголь Т. М
група А–32 (Національний університет
«Чернігівський колегіум» імені Т. Г. Шевченка)
Науковий керівник – канд. пед. наук, доцент Шевкопляс Л. В.

ОСОБЛИВОСТІ НАВЧАННЯ ЛЕКСИКИ УЧНІВ ПОКОЛІННЯ Z

Мережа Інтернет стала невід'ємною частиною життя покоління, що підростає. Сучасні учні мають певний набір ознак, що суттєво відрізняють їх від попередників. Підходи та стратегії навчання словникового запасу іноземної мови, які використовувалися раніше вже не є ефективними. Тож проблема навчання лексики є актуальною, адже опанування іншомовного словника потребує комплексного підходу, за допомогою якого узгоджується навчальна програма та враховуються вікові особливості й потреби учнів.

У 1991 році американськими дослідниками В. Штраусом та Н. Хоувом була створена «Теорія поколінь», що уперше виокремила *покоління Z* [1]. Сучасне покоління («покоління Z» або «цифрове покоління») – це соціальна класифікація людей, народжених з 2000 року. Це перша група людей, яка народжена повністю в часи глобалізації та модернізації. Загальні характеристики покоління Z: соціальність, багатозадачність та схильність до миттєвої реалізації задач та потреб [2]. На думку американського психолога Ш. Постник-Гудвіна [3], учні покоління Z зазвичай підпадають під такі характеристики як нетерплячість,