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THEORETICAL ASPECTS OF THE DEVELOPMENT OF ENGLISH LEXICAL COMPETENCE OF SECONDARY SCHOOL STUDENTS IN THE CONTEXT OF INFORMATION TECHNOLOGIES APPLICATION

Knowledge of a foreign language is an essential attribute of a person striving for international integration in modern world. As scientists have long established, learning a foreign language should begin at an early age, when new material is easily perceived. However, having the ability to learn foreign languages does not always guarantee progress and productivity. That is why the question of finding new methods and applying various information technologies in the process of learning a foreign language (FL) has been in trend as for scientific research.

In the world of technology, where new tools and devices appear every day it is almost impossible not to use them in our lives, as well as in the educational process. Traditional lessons, with little or no use of information technology, are considered a relic of the past. As for V. Osadchyy and, S. Symonenko's opinion that the number of hours devoted to learning a foreign language is insufficient for the development of foreign language communicative competence [7, p. 32]. There is also a need to improve methods, tools and technologies of foreign language teaching actively used in modern foreign language classes.

Learning a foreign language involves mastering various types of foreign language competencies and communicative one in particular, since the highest degree of language proficiency is the ability to communicate freely. The success of communication depends on the ability to realize communicative intentions, which, in turn, is the result of mastery of language material and the ability to use it in specific communication situations. These conditions constitute the content of foreign language communicative competence (FLCC).

Lexical competence (LC) exists, in its turn, within the FLCC and is one of its components. It plays a huge role in the process of language acquisition, because it is primarily a vocabulary through which information is exchanged between people. It should be noted that there is no particular definition of «lexical competence» set by scholars. Some researchers, including O. B. Bihych and N. F. Borysko, perceive LC as the presence of a certain stock of words within the professional development of a person and the ability to use them adequately [3, 203], while others pay attention to the ability to use the standard word for each specific speech task [7, p. 23].

According to S.U. Nikolayevoyi [4, p. 308] the most important element of the content of LC are lexical skills, because they ensure the successful functioning of vocabulary in communication. They allow to form, use and understand foreign language vocabulary correctly, taking into consideration the connections between word forms and their meanings. Based on H.E. Borets'ka's opinion lexical skills are the ability to recognize the lexical unity (LU), instantly recall a standard word from the long-term memory depending on a specific speech task and include it in the speech chain [3, p. 225].

Speaking a foreign language is defined by a mastery of lexical skills, and knowledge of a language – by knowledge of words. In S.U. Nikolayeva's views, the formation of lexical skills is the main purpose of learning vocabulary, because it is lexical skills that play the most important role in the process of learning a foreign language [4, p. 300].

According to A.A. Leont'yev [8, p. 106], the process of teaching and learning lexical material is divided into stages in order to determine the most effective methods that would meet the needs of students:

- 1) the stage of familiarization of students with new lexical units;
- 2) the stage of automating the actions of students with new lexical units, where they distinguish:

- a) automation at the level of word form, word combination and phrase, sentence;
- b) automation at the sentence level – dialogical or monological unity.

The subsystem of exercises for mastering the lexical competence of students in the process of learning a foreign language provides:

- 1) groups of exercises for familiarization with new lexical units: presentation and semantization of lexical material, creation of sound, graphic and semantic images of lexical units, organization of self-control and reflection, checking and repetition of new lexical units;
- 2) automation of students' actions with new lexical units at the level of word form, free phrase, phrase / sentence, over-phrase unity (dialogical and monologic);
- 3) activation of students' actions with new lexical units in communicative situations.

We should not neglect the educational and developmental value of teaching lexical competence when studying the content of its development. Special studies [1, p. 90; 4, p. 312; 8, p. 126] have shown that due to the cumulative function, language at the level of all its units and, above all, at the level of words, not only reflects the modern culture, but also accumulates and preserves the achievements of human cognitive activity, consolidates and reflects in its forms and units current state of culture, knowledge of which is video mediated by language [2, p. 26].

All types of language learning activities should be paid the sufficient amount of attention to. Taking into account the characteristics of each of them, it is not always possible to draw students' attention to certain nuances in the process of learning vocabulary and the development of lexical skills.

Studies of the content and features of the lexical competence development show that the latter is the ability of a person to use his or her own vocabulary based on lexical knowledge, as well as to recall a reference word for each specific speech task and to successfully use particular expressions, professional terminology in the corresponding situations. One of the main lexical competence components are lexical skills. The introduction of information technologies in the process of foreign language teaching and learning is a difficult task. However, it has a number of advantages, the effective implementation of which is possible only if they are used in the educational process in accordance with guidelines and requirements.

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