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ФОРМУВАННЯ В УЧНІВ СТАРШИХ КЛАСІВ РЕЦЕПТИВНИХ ЛЕКСИЧНИХ НАВИЧОК: МЕТОДИЧНИЙ ВИМІР

In the article are solved the features of the formation of receptive lexical skills in high school pupils. It is shown that the process of formation of receptive lexical skills of high school pupils occurs in two stages: familiarizing pupils with new lexical units and automating pupils' actions with new lexical units. At the first stage, methods of semantization are applied, in particular, translation (single-word, verbose, expressive, interpretation in the native language, definition of the native language) and non-translational (visual semantization, language semantization, definition of a foreign language, interpretation of the meaning of lexical units in a foreign language). At the second stage of the formation of lexical skills, receptive exercises are used in which the pupil perceives the sample broadcast and performs certain actions with it (verbally or in writing) according to the speech created by the teacher.

Key words: *lexis, lexical skills, receptive lexical skills, English, high school pupils.*

The actuality of the research. In the context of the development of international relations of Ukraine in various spheres of life, its release into the European and global space, new political, socio-economic and cultural realities, the status of a foreign language tends to a constant growth. The new program of teaching English in school showed a change in the approach of the teaching process and clearly defined an orientation toward the needs of the pupil to form lexical strategic competence, of which lexical skills are an element.

The problem of the formation of foreign language lexical competence was investigated in the works of such domestic and foreign scientists as V. Artemov, L. Banevich, I. Batsenko, I. Berman, A. Bokovnya, V. Buchbinder, N. Vishnyakova, V. Gorbachev, Y. Gnatkevich, A. Dolmatovskaya, Y. Zhluktenko, V. Korostylev, E. Miroschnichenko, A. Petrashchuk, S. Stepashchenko, A. Tarnopolsky, N. Forkun, A. Chichkov, S. Shatilov, R. Carter, M. McCarthy, R. Ellis, R. Gairns, D. Gardner, M. Lewis, I. Nation, N. Schmitt, L. Taylor, and others. They, in particular, analyzed the effect of the lexical mechanism in various types of speech activity; investigated the methods and techniques of disclosing the meaning of foreign words intended for receptive learning; developed various types of exercises for learning vocabulary; studied the process of functional development of vocabulary, taking into account the patterns of the generation of speech statements; identified the criteria and described the procedure for selecting lexical units to form a minimum dictionary. However, in the theory and practice of teaching pupils of the senior classes of the English language there is no scientifically based method of forming receptive lexical skills.

The aim of the exploration is to analyze the characteristics of the formation of receptive lexical skills in high school pupils.

The greatest wealth of any society is its language, and in language its vocabulary. Lexicon (from greek language *lexikos* – «*lexis*») is the vocabulary of a language with phraseology inclusively [3]. With the help of lexis, a person divides the surrounding and his inner world into parts, and each

of them assigns a substitute name. All words of the language make up its vocabulary (vocabulary). The vocabulary is also called part of the vocabulary of the language, in the context of which vocabulary is distinguished abstract, terminological, everyday, emotional, etc.

The unit of learning of lexical material is the lexical unit, which, according to N. Siransuk, can be not only a word, but also a constant phrase and so-called «ready-made sentence» (that is, one that does not change in speech)» [8, p. 129]. Examples of lexical units include: *beautiful; way out; how do you do?*

The central section in the work on mastering lexical material is the formation of lexical skills. By definition, S. Shatilova, «lexical speech skills are the skills of intuitive-correct education, the use and understanding of foreign language vocabulary based on speech lexical connections between hearing aids of motor and graphic forms of a word and its meaning, and also connections between words of a foreign language» [11, p. 43]. The constancy of lexical speech skills determines the lexical correctness of speech.

There are receptive and reproductive lexical skills. Receptive skills are «the skills of perception and understanding of lexical units in speaking and writing, namely: recognition, differentiation and identification of oral and written forms of lexical units; correlation of lexical units with the corresponding object or phenomenon; reasonable guess about the meaning of lexical units» [12, p. 219]. Basic lexical skills are necessary for the further development of foreign language communicative competence in high school. At this stage, the formation of receptive skills within certain areas and situations in accordance with the age characteristics of pupils and their interests, based on the use of speech patterns. To achieve this goal, choral work, lexical games, visual and objective clarity are used, written exercises are widely used [14, p. 98–99].

Historically, there are four approaches to learning new lexical units and the formation of lexical skills of schoolchildren: intuitive, conscious-comparative, functional, intensive.

In an intuitive approach, teaching lexical units is carried out by establishing a direct connection «word-value» without relying on the native language; automation – by reproducing, imitating conditions for mastering the native language; activation of lexical units is carried out under conditions close to natural communication.

Consciously-comparative approach involves the disclosure of meaning and form, and not the features of the use of lexical units; automation is carried out by comparison with the native language, translation, non-communicative exercises, answers to questions; Independence of a statement with victoristic lexical units is limited to learning tasks.

The functional approach offers the disclosure of function and meaning through context, creating motivation for the development of lexical units; Automation occurs through the choice of a system and the combination of lexical units in the process of thought; the assimilation of form, value and function is interconnected. The use of new lexical units occurs during the execution of communication exercises.

In the intensive approach, there is a repeated presentation of a large amount of lexical units in the polylogue; using the translational and non-translational semantization reproduction of lexical units occurs in the context, imitation – using paralinguistic means, automation – in conditions of controlled communication. Pupils zastosovuyut new lexical units by playing etudes, improvisation in different circumstances [7, p. 72–73].

In order for the training to be effective, and the selected methods would respond the needs of pupils, the process of forming S. Nikolayev's lexical skills [5] divides into several stages: acquainting pupils with new lexical units and automating pupils' actions with new lexical units, where automation is differentiated at the level of word forms, free phrases and phrases, sentences, automation at the pre-phase level – dialogic or monological unity.

An important task of an English teacher, says V. Skulte [9], is the selection of appropriate forms of work on the formation of lexical skills of high school pupils (in accordance with the level of education, the level of pupils' knowledge, the qualitative characteristics of a word and its belonging to an active and passive minimum). It is important in this, writes A. Schukin [13], that most of the vocabulary is absorbed by pupils from two sides: for understanding when reading and listening and for use in their own oral and written statements. However, according to Filatov [6], there is a certain layer of vocabulary that is intended only for receptive learning: some detailed expressions of one's own content, separate words and phrases that are found in the texts for listening and rhyming. This approach requires the teacher to pay the utmost attention to the choice of exercises intended for the initial training of vocabulary and the organization of work with it. Therefore, familiarizing pupils with new words (semantization) and their primary consolidation is the primary stage in the formation of lexical skills.

At the stage of familiarization of high school pupils with new lexical units, there is an awareness of the lexical system of the English language in the form of the concept of the system and the rules for using it; perception and understanding of new lexical units of semantization. The possible ways of semantization are: story, conversation, certain situations, self-acquaintance with the word (reading or listening to the text) [1, p. 36]. The teacher encourages pupils to engage in pisal activity, introduces new vocabulary in context, clearly and correctly pronouncing new lexical units, since the first memorization of the form (imprint) is very strong, that its next adjustment is difficult and sometimes impossible.

The ways of semantization of lexical units are divided into groups: re-applied and non-translational [4]. The translated ways of semantization include: – single-word translation (*bird* – bird, *salt* – salt) verbose translation (*go* – walk, move, fly, swim) phrasal translation (this method is used in intensive methods) interpretation of meaning and / or explanation of lexical units language (*big* – big, denotes value, *go* – to move in any way from this point. To the non-translational ways of disclosing the values of foreign lexical units appertaining: visual semantization by demonstrating objects, drawings, gestures, movements, etc.; language semantization with the help of: a) context, illustrative sentence / sentence (*The basket weighs 5 pounds*) b) comparison of lexical units with other known lexical units of a foreign language – using antonyms and rarely synonyms (*cold* – *warm*) c) definitions – describing the meaning of a new lexical unit using a known (*a teenager* – *a person from 13 to 19 years of age*); d) construction of the meaning of a lexical unit in a foreign language (*sir* – *a respectful term to address a man*).

In order to form lexical skills, according to N. Galskova [2], the teacher should try to provide pupils with interesting, informative texts. In addition, according to I. Yerema [14], pupils should be able to get or find the texts they need or are interested in, listen to the lyrics of the most famous modern groups, read original texts from popular national editions of England, USA, Australia under the headings «Країни», «Суспільство», «Наука», «Місто», «Видатні люди», «Історія», «Стиль життя», «Світ юнаків», «Поп-арт», «Література», «Освіта», «Мистецтво», «Гумор», «Жарти», «Астрологія», «Для забави», «Популярні тести», «Тести з англійської». These publications are recommended by the Ministry of Education and Science of Ukraine.

For independent reading, pupils of the senior classes, as the scientist A. Tarnopolsky shows [10; 15], can use texts like «Libraries for those who study English» – a series of manuals in English for materials of English and American fiction, thematic collections «Нью-Йорк», «Великобританія», «США», etc. In addition to the texts necessary for the formation of lexical skills, these manuals include tasks for controlling reading

comprehension, developing reading and speaking skills in English, keys for self-control, comments and English-Ukrainian-Russian dictionaries. High-school pupils can find interesting poems and articles in English on the pages of the English-language «Сім днів».

The use of authentic texts in the process of formation of lexical skills of high school pupils determines the type of independent reading, stimulates and controls understanding. Therefore, the formation of tasks in the text – a crucial moment. They should be made taking into account the nature of reading as a type of speech activity, the crown of which is understanding. At the same time, the mode of working with texts for obtaining the basic information is a similar in character to *skimming reading* (Ch. Nuttall), during which pupils should find information in the text proposed by the teacher; to say briefly about what is said in the text, or to answer a number of questions, for which you need to quickly view the text. For example:

What theme/ field of science is dealt with in this text? Which of these titles fits the text best? (Several titles are supplied). Which of these topics are dealt with in the text? (A list of topics is given). Which of these pictures/ diagrams etc. illustrates the text? (Several pictures/ diagrams are supplied).

Which paragraph/ text belongs to this picture? (One picture and several short texts are supplied).

Which of these texts deals with the problem of environment protection? etc. (Several short texts are supplied) [12].

Understanding the certain phrases and sentences from the text, according to S. Rodchin [7], is effectively verified using a multiple choice test. Performing these tests requires the reader to attentively, often repeated re-reading of the text fragment and work with the explanatory dictionary. To test the understanding of the contents of chapters or the story as a whole, various forms of determining the truthfulness / fallacy of the proposed statements are used. Other types of tasks, according to N. Zhovtyuk [3], for checking the read can be: Restoration of the chronology of events, «recognition» of characters by their description or statements, comparison of characters with events, and so on. The tasks for checking the reading comprehension, according to I. Shostak [12], have two main objectives: to encourage pupils to read the text attentively and to check the understanding of the content in general and the meaning of individual text fragments in particular. The question of checking attention focuses on certain details and is formulated in such a way that the reader himself would be interested to find the answer, returning to the text if necessary.

The objects to control pupils' learning of the vocabulary of the English language and the formation of lexical skills should be the correct recognition of the auditory and graphic image of isolated lexical units, their correct pronunciation and spelling, as well as their meaning, that is, the information that they transmit [13]. Both sides of a lexical unit (external and internal) are a unity that is accomplished through the identification of graphic or aural lexical units with its meaning. To make a decision about the availability of lexical knowledge among pupils and about the possibility of transition to the stage of formation of lexical skills, it is necessary to clearly define the relevant indicators, it is important for the pupils to check themselves.

Therefore, the process of forming receptive lexical skills of high school pupils occurs in two stages: acquainting pupils with new lexical units and automating pupils' actions with new lexical units. At the first stage, methods of semantization are applied, in particular, translation (single-word, verbose, expressive, interpretation in the native language, definition of the native language) and non-translational (visual semantization, language semantization, definition of a foreign language, interpretation of the meaning of lexical units in a foreign

language). At the second stage of the formation of lexical skills, receptive exercises are used in which the pupil perceives the sample of broadcasting and performs certain actions with it (verbally or in writing) according to the speech situation created by the teacher.

Possibilities for further study of the problem are seen in a more detailed study and comprehensive study of various aspects of the formation of lexical skills among pupils of older school age.

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WEB-QUEST TECHNOLOGY IN THE FORMATION OF FOREIGN LANGUAGE COMPETENCE IN SPEECH PRODUCTION OF THE TENTH FORM STUDENTS

The article analyzes the efficiency of the use of innovative educational technologies, namely the web-quest, in the formation of foreign language competence in speech production.

Keywords: *speech production, innovative technologies, web-quest technology.*