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.*

Formulation of the problem. The use of innovative technologies during lessons is very effective and interesting, especially in the study of foreign languages. Such technologies play a very important role in the development of students' speech production skills.

Research analysis. There are very few articles that have shown how computers and the Internet promote oral acquisition. Nobody can deny that language input favours language performance. Today, it is broadly accepted, as Krashen and others have repeatedly insisted, that the acquisition of vocabulary through reading can be reflected in students' oral performance [3, p. 189]. After all, even in the structuralist and behaviourist approaches to language teaching, it is assumed that all types of input have an effect on oral production.

The aim is to determine the effectiveness and feasibility of using the web-quest method in developing a foreign language competence in speech production.

Presentation. It is important for a modern teacher to know the latest methods of teaching a foreign language. Methods of teaching are not simple algorithmic units, their rational and motivated use in foreign language classes requires a creative approach from the teacher.

Students are faced with problems of lack of knowledge, lexical stock or communicative skills during different types of work, so they activate their skills and try to solve these problems in their communication. It positively affects the development of thinking and attentiveness of the students. Therefore, it is necessary to form the language competence so that the main purpose of the speaking of students is to solve certain practical problems that arise in real life situations. Consequently, all tasks for the formation of speech competence must be situational and communicative [2, p. 67].

The modern technology that is used mostly for forming production speech competence is web-quest technology. It is a topical task with role-playing game elements; informational Internet resources are used for its implementation. Application of web-quest technology leads to the fact that in the process of creative work, students receive «not-ready-to-use» knowledge, but they themselves are involved in the search activity.

When students interact according to their findings in the web-quest, they not only develop a repertoire of vocabulary and structures (as they would try to do in any traditional role play or classroom dialogue), but also need to give real information and solutions to a problem in a communicative and realistic way with the possibility of unexpected. Another relevant factor is the frequency of speech production. In fact, web-quests without previously fixed direction allow for more frequent debate, comparison and student interaction. If a student needs to obtain the best or cheapest lodging or verify which of various possible companies quotes the best fares for a similar service, he or she will have to verify all the possible services, but also discuss the best solution for the specific case with his or her peers. Therefore, the student will have to use the language more extensively, but also without the same monitoring effect as would happen in a typical controlled class interaction [4, p. 258].

It is proved that task solution in groups stimulates cognitive activity of students. The elements of cooperation, mutual assistance, awareness of the common goal contribute to this [1, p. 73]. Groupwork is highly regarded when performed conveniently. Whereas English in classes tends to be monotonous and vocabulary-oriented, cooperative environments are supportive and provide more opportunities for oral interaction than in many traditional classes. Besides, in this enriching atmosphere, the student takes language challenges that are unthinkable in larger classes where accuracy or drilling is the focus of instruction.

Web-quest has got a few distinctive features. Firstly, while working on a study of a topic, the teacher uses extensive information from Internet resources on specific topics. Secondly, while working on the implementation of a web-quest, the student can choose the

most convenient for him (or her) place for working, regardless of whether the student is working on a web-quest individually or in a team. Thirdly, web-quest allows students to search for more information on the topic, but within certain limits specified by a teacher. Pre-selection of sites made by the teacher allows students to exclude the possibility of using websites with unconfirmed, false or biased information. Information presented in the multimedia form has different properties than the information given in textbooks [5, p. 113]. The teacher selects Internet resources focusing on different levels of the students' linguistic skills.

Also, technology of web-quest development includes the following steps:

1. The wording of a brief introduction, which clearly describes the main roles of the participants or the quest script, preliminary work plan, and an overview of the quest.

2. Drawing up the task necessary for performing in a tabular form. The table consists of a task, grading scale, questions and options of possible answers, tips. The table with a task can be addressed individually to each student or to the entire group.

3. Providing bank of the information resources (in electronic form – on CD-ROM, video and audio media, in paper form, links to resources in the Internet, website addresses on the topic), needed to perform the task by the students. This list should be annotated [4, p. 259].

During the process of creating web-quest students communicate real language in near-to-real situations and, indeed, with the intention of accomplishing real objectives. This also allows for spontaneity, negotiation and the need to solve problems that are unpredictable (for instance, if there are cancellations, lack of available places in transportation or fare changes between the beginning and the end of the booking). Therefore, students do not pretend but address a real-life situation. Besides, well-chosen and motivating topics, coupled with up-to-date websites and access to the wealth of material on the Internet will provide lively, interesting and learning-rich classes for you and your learners [4, p. 261].

So, the use of web-quest technology brings two types of benefits to the students: on the one hand, it develops the learner's competence in the use of both computers and Internet; on the other, the improvement of their language skills in aspects such as fluency (diminishing their anxiety in communicative situations), active vocabulary increase and ability to use a foreign language. Furthermore, this approach allows to develop critical thinking by analyzing, contrasting information while receiving feedback from the net itself and classmates [5, p. 125].

Conclusion. We determined the effectiveness of using the web-quest technology in developing a foreign language competence in production speech. We analyzed the stages of the technology implementation and its impact on students.

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