USING INFORMATION AND COMMUNICATION TECHNOLOGIES TO DEVELOP LEXICAL SPEECH SKILLS

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Abstract: *The level of political, economic and technological development of the world community provides for the formation of personal experience of existence in the information space in students. From the point of view of language education, this implies determining the capabilities of information and communication technologies in relation to the technological basis of the educational environment (where, along with traditional materials and forms of work, new generation educational materials and ICT resources are used), as well as the space that determines the socio-cultural uniqueness of the studied linguo-society.*

Key words: *e-learning, mircoporal, language environment, information and computer literacy, adequate intercultural communication, computer-mediated communication.*

The methodological literature offers structural blocks for the formation of the technological basis. An analysis of such sources 17 allows us to divide the capabilities of ICT in developing intercultural interaction skills into two areas: providing a space within which training takes place (the educational environment), and tools that allow us to construct a "thesaurus of a secondary linguistic personality". The first area, which characterizes the information environment, includes a microportal , a closed educational platform, and an Internet site. The second area includes tools of various types: from Internet communication resources, specialized software to general-purpose software applications such as Word, PowerPoint, and Excel. The introduction of information and communication technologies allows us to effectively implement the capabilities of new pedagogical technologies of personality-oriented learning: level differentiation, collective methods of learning, design, multi-level learning, modular learning, which are based on the principle of expediency, dynamism, allowing us to create an adaptive educational environment that realizes the abilities and capabilities of each student. The combination of active teaching methods, with an interactive learning environment and computer-mediated communication, such as the Web, e-mail and chat, allows us to move towards solving such problems as: motivation for using the acquired knowledge in practice, teaching a foreign language outside the language environment, information and computer literacy, adequate intercultural communication. However, interactive educational computer-mediated communication between a teacher and a student, when the acquired knowledge acquires the most active character, is often contrasted with passive knowledge acquisition [24]. At the same time, an interactive learning environment, the basis of which is computer-mediated communication, changes not only the structure, but also the nature of traditional communication. 18 According to Voiskunsky A.E., speech activity, which is a hybrid of oral and written speech containing features of public, dialogic and monologue speech, is widely used as an indicator of the nature of computer-mediated communication [37]. In addition, some researchers distinguish computer-mediated speech activity, along with oral and written, as an absolutely new form (electronic conversation) [27]. It should be noted that the real ways to solve the problems associated with the huge volume of educational material to be learned and controlled, as well as with the differentiation of training, are the intensification and individualization of training, carried out in three directions: the development of new methods and techniques of teaching; the introduction of new forms of organizing the educational process (taking into account the requirement to increase the proportion of independent work of students); more intensive use of TPO in teaching practice, including computer technology [36]. Recently, scientific research and publications examining the experience of teachers and methodologists indicate that the effectiveness of teaching foreign languages can be significantly increased by introducing new pedagogical technologies, in particular, information and communication technologies, implemented within the framework of a certain teaching model. It is important that in these conditions,

work on the formation of grammatical speech skills is built in accordance with the goals and objectives reflected in the Program for Teaching English in Schools. It should be recognized that the use of a differentiated approach to teaching grammar involves a combination of other teaching methods in accordance with the characteristics of each stage [29]. The initial and middle stages of training involve the use of the inductive method with active formation of the mechanism of linguistic guesswork. The specificity of the grammar material allows students to learn the rules in a given context. In this case, the teacher has the opportunity to avoid using complex grammar terms typical of grammar reference books. At the stage of consolidating lexical skills, the proportion of conventional speech and actual speech exercises and tasks increases. Particular priority is given to the variety of grammar games that form grammar skills in a communicatively oriented context. The effectiveness of the combinatorics of using inductive and communicative methods is obvious. Unlike the initial and middle stages of training, high school, characterized by an advanced level of training, involves the use of the deductive method of teaching, taking into account the level of language literacy, well-formed language skills, and the possibility of autonomous work of students. It is obvious that when teaching grammar inseparably with lexical skills, as well as when working with other aspects of the language, the educational process takes place in three stages: familiarization and primary consolidation, training, application of the studied material with an exit to speech. However, the third stage when working on grammatical skills (GS) is omitted, while the communicative nature of practicing grammatical structures is ignored. Particular attention in the methodological literature is given to the organization of grammatical material, since it determines the success of work on the grammatical side of various types of speech activity . Grammatical material is organized functionally so that grammatical phenomena are organically combined with lexical ones in communicative units, the volume of which is not less than a sentence. In the methodological literature, there are various terms for denoting communicative units: speech sample, speech model, language model. Let us dwell in more detail on one of the main problems of the organization and sequence of studying grammatical material - the appropriate 20 unification of two aspects of speech - substantive (primarily lexical) and grammatical (formal). The methodological literature reflects the ways of solving the teaching of the formal and substantive aspects of speech: step-by-step sequential mastery of the material in the conditions of a complex organization. The first stage is structural-thematic. Here, students master new grammatical material (structures and morphological forms) on previously studied, thematically related vocabulary. The second stage is thematic-structural. The main attention at this stage is paid to new vocabulary on the topic based on previously learned structures. The third is the inter-subject stage, where conditions are created for the creative and correct recombination of previously learned and studied lexical and grammatical material in oral and written speech in inter-subject communication situations. It follows from the above that by now favorable conditions have been created for foreign language education, and theoretical foundations for teaching active and receptive grammar have been developed, which organically include not only psychological, linguistic and methodological foundations, but also the theory of creating teaching aids of varying complexity and the methods of their application. Formation of communicative competence is impossible without teaching the lexical and grammatical aspects of speech activity. Using a computer allows you to form a graphic image of a word simultaneously with its sound and motor image. At the stage of demonstration, lexical units and corresponding pictures appear on the screen. Simultaneously with the graphic image of the word, schoolchildren have the opportunity to listen to it, which helps to strengthen the connections between words and thereby contributes to their better memorization. The use of the Internet is also convenient for the teacher, since it is impossible to bring all the items he needs to school, and making their visual representation requires a lot of time [25, pp. 77-78]. Familiarization with vocabulary using the Internet can be carried out directly in the lesson. Nowadays, every school has at least one computer connected to the Internet and a multimedia projector. In order to develop lexical skills, a teacher can use Internet resources to train students in actions involving combinations of lexical units. For example, students are asked to: - match pictures with vocabulary; - - vocabulary; - make a sentence from these words, fill in the gaps in sentences/dialogues with appropriate words; make up phrases from the suggested words. A local network will help a teacher track the level of each student's academic performance. Since all children work simultaneously, a winner can be immediately identified if the task is completed in the form of a competition. Quick completion of such tasks makes it possible to increase the volume of vocabulary studied; due to the time saved, the Internet also makes it

possible to intensify the process of teaching vocabulary based on students completing different, but equally difficult tasks. For example: - - make a complete dialogue from disparate remarks; guess the meaning of words similar to Russian ones and check the accuracy of your guess in a dictionary; - a verb; - name the nouns that can be combined with this one; orally select antonyms and synonyms for these words. When performing such tasks, two students can work at one computer, that is, the Internet, in addition to providing variability of tasks, helps to develop the ability of children to work individually and in pairs. 22 When teaching using the Internet, control is carried out at all stages of vocabulary teaching due to the fact that it solves the problem of feedback. Today, the Internet provides unique opportunities for an English teacher and is of great help in their work, offering a large selection of authentic material and a variety of activities, from visual explanations of grammar and lexical material and a huge database of tests to meaningful innovative types of lessons. Thus, the Internet creates conditions for individualization and intensification of the process of teaching vocabulary and grammar, ensuring that all students perform exercises of equal complexity at the same time. Based on our own experience, we have come to the conclusion that the Internet plays a huge role in studying a foreign language in all educational institutions. The use of information technology in the educational process significantly increases the efficiency of material acquisition by students. Internet resources allow for a more complete implementation of a whole range of methodological, didactic, pedagogical and psychological principles, making the learning process more interesting and creative. The practical use of the Internet involves a new type of student cognitive activity, the result of which is the discovery of new knowledge, the development of students' cognitive independence, the formation of skills to independently replenish knowledge, search for and navigate the flow of information. To develop lexical skills, preparatory and speech exercises are used, to which communication and role-playing games should then be added, as a result of which students' receptive skills are developed - listening and reading. Exercises for the development of lexical skills activate students' thinking activity and are aimed at reducing the number of lexical errors when performing communicative tasks. 23 In foreign language classes, to develop lexical skills and abilities, students also need to know the situational, social and contextual rules that native speakers adhere to. There are many techniques that we use to help students remember new words well and use them correctly in their speech. Here are some of them: - writing out not just a word, but a phrase of this word with other words; - finding new words and expressions in the text; - grouping words by different topics; - finding synonyms and antonyms for a given word; - composing your own sentences using as many new words as possible. At the same time, it is advisable to conduct preparatory training exercises based on working with text in your classes: differentiated, repeating, substitution and constructive, transformational. To activate vocabulary in speech in English classes, you can use exercises such as: Listen to a dialogue and compose a similar one on the same topic. Retell the dialogue in a monologue, using key words and adding details, your own assessments. Compose a dialogue based on key words. Compose a dialogue based on the text you have read, etc. As S. V. Kolyadko rightly notes, one of the productive means of organizing the acquisition of vocabulary is the use of services that allow you to create mental maps that allow you to clearly show the systemic connections of language units and, as a consequence, prevent the occurrence of many errors caused by interlingual and intralingual interference, and also reveals the semantic structure of lexical units, which optimizes their spontaneous memorization / recall in the process of oral / written communication [2, p. 233]. With the help of such services as mindomo , bubbl.us, etc., you can create lexical-semantic and thematic groups of words, as well as conceptual and semantic fields, which can be, for example, when organizing a "brainstorming". In addition, mental maps allow the most optimal use of collage , which is a means of linguistic and non-linguistic clarity. Thus , it is safe to say that when teaching a foreign language, new vocabulary should be presented in a familiar lexical environment, on the already mastered grammatical material, as well as provide for complex exercises using ICT, developing the creative abilities of students and using new vocabulary in all forms of speech communication. Thus, vocabulary in the system of language tools is the most important component of speech activity: listening and speaking, reading and writing. This determines its important place in each foreign language lesson, the formation and improvement of lexical skills is constantly in the teacher's field of vision. Lexical units of language, along with grammatical skills, are the original and necessary building material with the help of which speech activity is carried out, and therefore constitute one of the main components of the content of teaching a foreign language.

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