MODERN TECHNOLOGIES IN TEACHING VOCABULARY.

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Annotation

The article analyzes the feasibility of introducing modern information and computer technologies, multimedia tools, and advanced techniques in the process of mastering a foreign language. The necessity of using innovative technologies in the practice of teaching foreign languages is analyzed.

Key words: modern information, computer technologies, multimedia tools, advanced techniques, teaching foreign languages

Recently, in English lessons, it has become relevant to pay more attention to the study of the lexical layer of the language, since monitoring the speech of students, analyzing the results of intermediate testing, and most importantly, the results of the state final certification show that students do not always fully formalize the lexical side of oral and written speech. The urgency the problem is also justified by the insufficient number of strategies developed to eliminate gaps in this perspective.

Considering it expedient to start solving this problem, it was decided to identify the level of formation of language and speech competencies in high school students, where the object of research was oral and written speech, and synonyms and antonyms were identified as the subject. Based on the hypothetical, it became reasonable to assume that if modern pedagogical technologies are applied more effectively, then higher results can be achieved.

The implementation of the planned types of educational activities, leading to the achievement of the highest possible results, takes place on the basis of pedagogical technologies that are based on system-activity content [1].

According to the author, such technologies are characterized by:

• the presence of independent cognitive activity;

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• the ability to create your own learning activity product;

• ability to set goals and evaluate intermediate and final results of activities;

• the ability to publicly defend their work.

According to many, one of the most effective technologies is research. The idea of scientific research arises as an answer to a certain question when the subject is confronted with a phenomenon that contradicts the existing representations [2].

As a rule, research technology is combined with the search for the necessary information, and then you can observe a certain sequence of stages of activity.

So, a study was launched among students attending the special course "Lexicology and stylistics of the English language". The topic "Synonyms and antonyms" appears in the thematic planning. Having considered it necessary to determine the level of formation of language and speech competencies (on this topic), a group of students identified the oral and written speech of classmates as the object of research, and the synonyms and antonyms of the adjectives "good / beautiful" as the subject. The proposed hypothesis was the following: if students of a higher educational institution use a small number of synonyms / antonyms in speech, then, perhaps the level of formation of language and speech competencies is at a mediocre level and requires improvement. The goal was fixed as follows: to determine the number of synonyms and antonyms used in oral and written speech. Starting with observing the speech of high school students, subsequently a group of initiators of the study resorted to a social survey. The respondents were asked to name all the synonyms (and then antonyms) of the words "good, beautiful", first in Russian, and then in English. From what has been done, it turned out that the most the frequently used epithets of the English language are: good, beautiful, delightful, amazing, and magnificent and their opposites: bad, terrible, ugly, disgusting, monstrous. As for a foreign language, the following picture has developed here: positive synonyms: nice, good, beautiful, wonderful, lovely, amazing, pretty and negative:

bad, terrible, ugly, horrible, awful. The next stage of the study was a small experiment. Students in the 11th grade were asked to translate the text from Russian into English by filling in the cells of the text compiled by the initiative group with a fantastic plot with epithets.

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"Friends forever"

Once in one (+) kingdom there lived (-) a caterpillar and (+) a butterfly. The caterpillar, whose name was Salima, hated (+) the butterfly for her (+) talent and (+) beauty, but however, (+) the butterfly considered Salima (+) a friend and always helped, supported and approved of her. Suddenly (–) a disease broke out in their (+) kingdom. The symptoms of this disease were (–) headache, (–) runny nose and (–) bone ache. Unfortunately, Salima got sick with this (–) disease. No one visited or tried to help her, except (+) a butterfly that came and released (+) pollen. Thanks to her, Salima recovered and turned from a (–) caterpillar into a (+) butterfly. They flew together all over the (+) kingdom and healed the inhabitants. Since then, Slim has ceased to be (–). And they lived happily ever after

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If a cell with a "+" sign came into view, then it was necessary to use a positive synonym; if the space was marked with a "–" sign, then it was necessary to use the antonym of the words "beautiful / good". The aim of the experiment was to find out whether it is possible for graduate students to give integrity to the text without ever repeating the choice of an adjective. The experiment showed that not all the subjects were able to cope with the given work — either there was a repetition of synonyms, or empty cells remained.

Based on the results of the study, it became possible to come to the confirmation of the hypothesis put forward and concludes that the lexicological field of synonymy and antonym need improvement. When formulating ways to solve the problem, first it was agreed to start the search work, namely to start compiling synonyms and antonyms of words «good, beautiful». Using empirical experience (accumulated knowledge), as well as various dictionaries, it was possible to collect 40 synonyms and 40 antonyms.

Synonyms	antonyms.
1. accomplished — совершенный 2. agreeable — приятный, милый 3. amazing — изумительный 4. appealing — привлекательный 5. astonishing — изумительный 6. astounding — изумительный 7. attractive — привлекательный	abhorrent — отвратительный, ненавистный 2. abominable — отвратительный 3. awesome — страшный 4. awful — ужасный 5. bad — плохой 6. brackish — противный 7. detestable — отвратительный, мерзкий

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8. awesome — потрясающий	8. disgustful — отвратительный
9. beautiful — прекрасный	9. disgusting — отвратительный
. bewitching — очаровательный	10. dreadful — ужасный
11. brilliant — блестящий	11. evil — злой, пагубный
12. charming — очаровательный	12. fearful — страшный
. chic — шикарный	13. foul — отвратительный
14. compelling — неотразимый	14. formidable — страшный
15. cute — хорошенький	15. ghastly — ужасный
16. dandy — первоклассный	16. gloomy — мрачный
17. dazzling — ослепительный	17. good-for-nothing — плохой
18. delightful — восхитительный	18. gruesome — ужасный
19. dramatic — живописный	19. grievous — ужасный
. enchanting — очаровательный	20. grim — страшный
21. excellent — отличный	21. grisly — скверный
22. exquisite — изысканный, совершенный	22. hateful — ненавистный
23. exceptional — необыкновенный	23. hideous — отвратительный
24. fabulous — невероятный, потрясающий	24. horrible — ужасный
25. fantastic — великолепный	25. horrifying — ужасающий
26. fascinating — очаровательный	26. lamentable — ничтожный
27. flawless — безупречный	27. loathsome — отвратительный
28. formidable — потрясающий	28. lousy — паршивый
29. glamorous — шикарный	29. lurid — зловещий
30. glorious — славный	30. malignant — зловредный
31. good — хороший	31. menacing — грозный
32. good	32. miserable — плохой
33. gorgeous — великолепный	33. mournful — мрачный
34. great — великолепный	34. nasty — отвратительный
35. handsome — красивый	35. nauseous — тошнотворный
36. ideal — идеальный	36. ominous — зловещий, ужасающий
37. illustrious — блестящий	37. poignant — горький, мучительный
38. impeccable — безупречный	38. poor — плохой
39. incredible — невероятный	39. repulsive — гадкий
40. irreproachable — безупречный	40. rotten — дрянной

According to the author, the collected list of synonyms and antonyms is of particular value for a practical teacher whose task is to prepare students for successful passing of entrance exams, and in particular, for writing essays and oral monologue, since in modern Educational and Methodological complex (EMC) sections devoted to the study of synonyms and antonyms are not fully presented.

The next step to eliminate lexical gaps was the launch of the project. The idea was a study, namely the fragment where experimental activity was supposed to be associated with filling in the gaps of the text. After analyzing and building a project implementation plan, the students moved on to the actual practical stage, which consisted in composing a large number of texts with a fantastic plot and design elements.

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The students were also given design requirements: font, margins, space for illustrations and their quality, etc. The Russian version of the texts contains spaces for substitutions of lexical units, and the English version is a completed product. During the implementation of the presentation stage, the possibilities of using the finished product were identified, namely, the use of the resulting collection of texts as a manual for training vocabulary units. The quality of individually executed project work was evaluated according to the summary sheet of the following sample.

Conclusion:

The article summarizes some aspects of research, search and project activities. The author also introduces the reader to some specific techniques and a meaningful component, own work that could interest a practicing teacher. It should be emphasized that understanding the learning process in modern conditions does not require abandoning the already existing set of methods, techniques, approaches and technologies, but requires their improvement, development, systematization and consideration from new pedagogical positions.

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