

MODERN TECHNOLOGIES IN TEACHING ENGLISH VOCABULARY

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Anotation: A topic that is currently relevant is the study of a foreign language and, alternatively, the use of modern technology education in the reading and learning of a dictionary.

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Recently, it has become more relevant to focus on the study of the lexical layer of the language in English lessons, since the results of monitoring student speech, analyzing the results of intermediate tests and, most importantly, state final attestation show that students do not always fully formalize the lexical side of oral and written speech. The relevance of the problem is also justified by the insufficient number of strategies developed to eliminate gaps in this corner. It was decided to determine the degree, believing that it was advisable to start solving the established problem of the formation of language and speech competencies in high school students, where the object of study was oral and written speech, and the subject identified synonyms and antonyms. Based on the hypothesis, it became reasonable to assume that if modern pedagogical technologies are applied more efficiently, you can achieve high results. The implementation of the planned types of educational activities that lead to the achievement of the highest results is carried out on the basis of pedagogical technologies based on the content of the system-activity. According to the results of studies, such technologies are characteristic.

- ✓ the presence of independent cognitive activity;
- ✓ the ability of educational activities to create their own product;
- ✓ ability to target and evaluate intermediate and final results of activity;
- ✓ the ability to defend his work in public.

According to many, one of the most effective technologies is research technology. The idea of scientific research arises as an answer to a specific question when the subject is faced with a phenomenon that contradicts existing ideas. Also, research classes are characterized by the study of problems related to the personal interests and needs of students. Therefore, the problems must come from the experience of the students. As a rule, the research technology is combined with the search for the necessary information, and then a certain sequence of activity stages can be observed. Thus, as a result of the study and generalization of materials on this topic, it became possible to distinguish the following stages:

- ✓ statement of the problem and its scientific justification;
- ✓ find ways to solve a given problem / space;
- ✓ to advance ideas and find information to solve an existing problem;
- ✓ evaluation and analysis of the data found and selection of the best as a result;
- ✓ generalization of selected data, formation of methods for solving the problem;
- ✓ mass protection of the solution found in the moment.

But scientific research can become a project. This happens if the new potential of knowledge is put into practice. Logically, fundamental scientific research can start a project that is impossible before obtaining research results, and on the contrary, some efforts to carry out project work can serve as a basis for self-study.

- As researchers studying the technique of project activity note, the project always comes from some kind of design, involves approximately a stage:
 - search (topic identification, problem analysis, goal setting);
 - analytical (analysis of resources with the creation of an implementation plan);
 - practical (actually performing planned actions);
 - Presentation (Presentation of the project and this, according to the author, it is very important to determine the possibilities for the implementation of the project results);
 - control (analysis and evaluation of project quality). In the pedagogical practice of authorship, design, research and search activities are also reflected. Thus, a study was started among eleventh graders who take part in the special course "lexicology and stylistics of the English language".

Thematic planning has the theme "synonyms and antonyms". Believing that it is necessary to determine the degree of formation of language and speech competencies (on this topic), a group of students identified oral and written speech of classmates as an object of study, and synonyms and antonyms of the qualities of the subject "good handsome". The proposed hypothesis was as follows: If students in grades 9-11 use antonyms of a small number of synonyms in speech, perhaps the level of formation of language and speech competencies is moderate for them and requires improvement. The goal was noted as follows: to determine the number of synonyms and antonyms used in oral and written speech. Starting with monitoring the speech of high school students, a group of research initiators later turned to a Social Survey. Those surveyed were offered to name all synonyms (and then antonyms) of the word "good, beautiful", first in Russian and then in English. From what has been done, it turns out that the most used epithets of the Russian language are: good, beautiful, beautiful, cute, wonderful, wonderful and their opposite sides: bad, terrible, ugly, disgusting, terrible. As for foreign language, the

following picture appeared here: positive synonyms: nice, good, beautiful, wonderful, lovely, amazing, pretty, and negative: bad, terrible, ugly, horrible, awful.

The purpose of the experiment is to determine whether it is possible to give integrity to the text without ever repeating the choice of quality for students of the graduating class. The experiment showed that not all subjects were able to do a certain job-either a repetition of synonyms was observed, or empty cells remained. Based on the results of the study, it can be concluded that it is necessary to confirm the advanced hypothesis and improve the lexicological field of synonymy and antonymy.

The collected list of synonyms and antonyms is of particular importance for teacher-practice, its task is to prepare students for the successful passing of the Oge and the unified state exam, in particular, essay writing and an oral monological statement, since the sections dedicated to the study of synonyms and antonyms are not fully presented in modern textbooks. The next step in eliminating lexical gaps was to start the project. The objective was the research, that is, the part in which experimental activities related to the filling of text spaces were intended. Having made a plan for analysis and implementation of the project, students went to the practical stage, which consisted in writing a large number of texts with fantastic plot and design elements. Design requirements were also imposed on students: font, filling, space for paintings and their quality, etc.the Russian version of the texts contains spaces for replacing lexical units, while the English version is a completed product. In the process of implementing the presentation stage, the possibilities of using the finished product were identified, that is, using the set of texts obtained as a guide for teaching dictionary units.

The article summarizes some aspects of research, exploration and project activities. The reader is introduced to his work by specific techniques and meaningful component, which may be of interest to the practicing teacher. It should be noted that in modern conditions, understanding the educational process does not require abandoning the existing set of methods, techniques, approaches and technologies, but rather considering them from improvement, development, systematization and new pedagogical positions.

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