CLASSIFICATION OF DIFFICULTIES IN IMPROVING LEXICAL COMPETENCE IN ENGLISH AMONG STUDENTS OF THE FACULTY OF TOURISM

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ABSTRACT: - To eliminate them, teachers indicate the following ways: increasing interest in learning English through interactive and role-playing games, performing lexical exercises, developing compensatory competence, working on mistakes, increasing motivation, active use of synonyms, detailed explanation of lexical expressions, visual use of examples with explanation grammatical turns, encouraging students to work independently with English vocabulary and compiling examples, using multimedia resources, composing dialogues using complex words and phrases, using certain lexical expressions in practice, compiling dialogues using words and expressions that need to be remembered, writing essay.

KEYWORDS: Improvement, technology, tourism, algorithm, dialogue.

INTRODUCTION

In our opinion, there is also a lack of systematization, a clear algorithm for eliminating difficulties while learning English. It is also important to us that the functions and capabilities of interactive technologies are much broader than just increasing motivation, and with this approach, their use is ineffective.

At present, it is especially relevant in the training of modern teachers of a foreign language in a pedagogical university not only to achieve a sufficient degree of formation of general cultural and professional competencies provided for by the current educational standards, but also their compliance with the constantly changing requirements of the time. In the context of the coronavirus pandemic, when universities have switched to distance (and blended) learning, higher education teachers have to increasingly focus on available Internet resources, develop

new types of online assignments using the latest methodological techniques, and create online courses within the recommended educational platforms, restructuring - partially or completely - the traditional courses of the classical disciplines. At the same time, the already available resources, authentic and domestic teaching aids are not always sufficiently studied, there is a need to analyze them in order to possibly combine various educational materials and develop methodological recommendations for their more effective use in modern conditions.

In preparing English teachers, teachers of the Department of Tourism have been using a variety of educational materials for many years, including the classic textbook edited by V. D. Arakin "Practical English Course" [1], various grammatical and phonetic manuals of domestic and foreign authors, communication courses (that is, courses with a communicative focus) of foreign publishers "New Cutting Edge", "New Headway", audio courses "Streamline English" [2], "Sheep or Ship", "Small Talk" [3], "Grammar Chants", videos and video materials of YouTube video hosting on the topics studied, other Internet resources. In recent years, the materials mentioned above have been supplemented by the Cambridge University Press "Empower" [4] recommended by the university and the National Geographic Learning "Life" by the university. The purpose of the textbook for 1st year students is to develop language (phonetic, lexical and grammatical) skills, teaching oral speech based on automated speech skills, developing reading techniques and the ability to understand English text containing previously learned vocabulary and grammar, as well as developing writing skills. speech within the program for the 1st course [1]. students, using the named modern communicative authentic course and a classic

domestic textbook designed for training English teachers and recommended by the Ministry of Science and Higher Education of the Russian Federation as part of the teaching of the disciplines "Foreign Language", Practical Phonetics", "Practical Grammar", "Practice of Oral and Written speech" in the first year of a pedagogical university. The presence of an online workbook (Workbook) in the Empower B1 complex, as well as authentic audio and video materials accompanying it and sets of lesson tests, makes this learning tool modern and convenient for organizing independent work of students both in the classroom and in conditions of mixed and distance learning. And using the capabilities of the Cambridge LMS (Learning Management System) allows the teacher to monitor the independent work of students, midterm control, as well as their intermediate certification. In earlier publications, we substantiated the effectiveness of the integration of these approaches for teaching the phonetic and lexical aspects of speech [5; 6]. In particular, when teaching the phonetic side of speech, the importance of mastering phonetic skills by students was noted, since sound matter is the primary element of speech and hearing and pronunciation skills underlie all types of speech activity. [7, c. 40]. Correct pronunciation eventually becomes an important criterion for the possibility of further advancement of graduates in the teaching profession. While in the "Practical course of the English language" ed. V. D. Arakina provides for the setting of pronunciation in accordance with the norms of the so-called "received pronunciation" (= universally recognized, normative (in Russian sources), in some way an ideal version of English pronunciation), namely, integration into the academic corrective phonetic course of modern sounding speech [8] of both native

English speakers and those for whom this language is not their native language, but is used by them for international communication, presented in the "Empower B1" CUP course we are studying, gives students the opportunity to get acquainted with various pronunciations of modern English, master various sound variants of lexical units, learn to distinguish between the timbre color of the voice and the tempo of speech, learn to ignore the natural noises present in the communication channel, etc. (N. I. Gez, N. V. Elukhina, B. A. Lapidus, I. I. Khaleeva and others) [9]. In addition, the course mentioned above includes not only receptive, but also receptive-reproductive tasks as a means of developing speaking skills and abilities. The examples of effective integration of academic and communicative approaches in teaching phonetics considered in earlier publications [5] concern, in particular, the formation of skills for accurate pronunciation and understanding of lexical units that differ from each other by one phoneme (stuff - staff, shirts - shorts, lose - loose); differentiation of similar-sounding words and phrases that affect the understanding of not only the lexical, but also the grammatical aspect of the statement (there are - they are, started - start it); changing the meaning of compound words and phrases based on the stress and differentiation of these lexical units (to have a long gray beard - to be called 'greybeards'); formation of the skill of determining the number of stressed syllables and logical stress, shifting the nuclear tone, changing the boundaries between syntagmas; dependence of stylistic modifications of sounds on the degree of formality of the text/statement, etc.2 The theoretical foundations of these phenomena, as well as information about the phonetic structure of the English language,

reading rules, information about English spelling, etc. [1], are considered in the academic textbook "Practical English Course", and the communicative course "Empower B1" illustrates the main phonetic phenomena, offers additional exercises, audio and video materials, replete with informal conversational situations with high pronunciation speed and sound quality close to reality. They often contain such phonetic phenomena as assimilation, reduction, elision, etc. [8; ten]. "Empower B1" also showcases a modern youth (sometimes slang) version of the language, providing learners with interesting topics for speaking and listening, as well as providing examples of different (depending on origin) performers. In addition, having a communicative focus, the Empower B1 course, in addition to a large number of traditional lexical and grammatical exercises in an electronic workbook, is accompanied by innovative sound-reproducing and recording software (Speaking Test). This gives students the opportunity to listen to the sample model, record their own version of the sound and re-record it if necessary. This option helps to improve the practical skills of various aspects of pronunciation, fluency and listening skills. Also important, in our opinion, is the presence of the Listening section in all tests of the course, which creates opportunities for current monitoring of the formation and development of listening comprehension of foreign speech [5]. When teaching the lexical side of speech [6], as part of the integration of two approaches, it was noted that since vocabulary is the most important component of all types of speech activity (listening, speaking, reading, writing) both in native and foreign languages, the formation and improvement of lexical skills is central to teaching a foreign language at all its stages. For the development and improvement of

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lexical skills and abilities within the disciplines "Foreign Language" and "Practice of Oral and Written Speech" in the first year of the Faculty of Geography, special attention is paid to the selection of lexical units, first of all, both courses are aimed at mastering commonly used colloquial or neutral vocabulary, actively used in modern reality. A feature of the Empower B1 course is the selection of lexical units in favor of neologisms that mean modern realities of life, for example, "the Internet" ("Internet"), "clone", "cloning" ("clone", "cloning"), "kidnap ", "kidnapping", "Millennial", "download vs upload" ("download to computer (from the Internet) / upload from computer (to the Internet)") , "a language-learning app" ("an application for learning a foreign language"), "text message" ("SMS"), etc., thereby supplementing and expanding the set of neutral lexical units of the academic course (edited by Arakin) A special role in both manuals belongs to exercises and tasks for the development and improvement of the acoustic, articulatory, graphic, spelling and grammatical forms of lexical units, including the recognition of homonyms and homophones (sight - site, there - their, piece - peace), close-sounding words (think - thing - sink - sing), development n the skill of identifying antonymous and synonymous pairs of words within a superphrasal unity, which is necessary to develop the ability to establish the speaker's communicative intention and his ability to formulate a response, to summarize an opinion [6]. Knowledge of some methods of word formation helps students to guess the meaning of previously unseen words. With the help of the formed skill of using suffixes and prefixes, students significantly expand their vocabulary, for example: doubtful - doubtless, helpful - helpless, careful - careless, etc. (Arakin, lesson 16). The definition of the contextual meaning of a polysemantic word, the meanings of which are known, is especially important to develop on the material of verbs, since their meaning is determined not only by the lexical environment, but also by grammatical compatibility.

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