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TACTICS OF LEXICAL GAMES

The formation of lexical competence is one of the decisive factors in the process of mastering the English language, as it involves the development of the ability to understand, reproduce, and appropriately use lexical units within various communicative situations [5].

One of the effective methodological approaches is the application of lexical game tactics, which not only contribute to the consolidation of new language units but also to their active involvement in speech activity [2]. According to the provisions of the Common European Framework of Reference for Languages, lexical competence is viewed as the ability to operate the vocabulary of a specific language in different forms of speech activity [1].

The development of this competence is carried out in stages: initial familiarization with new lexical units through semanticization; automatization of usage at the level of word forms, collocations, and sentences; and improvement of communicative usage in both oral and written speech [2].

The tactics of lexical games enable the effective integration of these stages into the educational process. For instance, the «Memory» game reinforces associative links between lexical items and their visual representations, stimulating memory development and concentration [2]. The «Snowball» game activates speech memory and trains logical reproduction of sequences of lexical items [2].

Particular attention should be given to the development of lexical competence through the acquisition of phraseologisms, allowing students not only to expand their vocabulary but also to ensure the conformity of their speech to authentic communication models [3]. In this context, the use of the «Matching Idioms» game contributes to a deeper understanding of the meaning and communicative function of phraseological units [3].

Equally important is the development of skills to avoid tautology in students' speech. Lexical games aimed at identifying and eliminating redundant repetitions play a significant role in fostering speech sensitivity, stylistic competence, and enhancing editing skills [2]. Specifically, games such as «Identifying Tautology» and «Creating New Expressions» help improve synonym selection skills and the formulation of stylistically appropriate utterances [2].

Thus, the application of lexical game tactics in the educational process not only effectively enriches students' vocabulary but also fosters a high level of critical thinking, linguistic intuition, and practical skills in applying language material across various communicative contexts.

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THE FORMATION OF COMMUNICATIVE SKILLS IN ENGLISH LANGUAGE LESSONS

The formation of speech skills constitutes a core component of the linguistic personality and serves as a fundamental element of communicative competence. Within the framework of foreign language teaching methodology, speech skills are conceptualized as automated actions that facilitate the accurate, fluent, and contextually appropriate use of linguistic units in oral and written discourse. The development of such skills entails not only the assimilation of lexical and grammatical material but also its conscious and purposeful application across diverse communicative contexts.

According to contemporary researchers [1, 2], speech skills function as mechanisms that automatize linguistic activity, thereby reducing the cognitive load imposed on the speaker. In the initial stages of language acquisition, learners rely heavily on conscious control to ensure speech accuracy; however, with consistent practice, these processes become increasingly intuitive. The formation of speech skills must follow a systematic, phased approach encompassing the introduction of new linguistic material, contextualized practice, automatization, generalization, and consolidation. It is imperative to account for individual psychological factors such as the perception and processing of information, learners' communicative readiness, motivation for language acquisition, and the broader socio-cultural environment.