

щихся и свидетельствует об эффективности разработанного комплекса упражнений. Следовательно, выдвинутая гипотеза была подтверждена.

Заключение. Результаты пробного обучения свидетельствуют о положительной динамике уровня сформированности СКК обучающихся по всем параметрам (применение формул приглашения, ответа на приглашение (согласие/отказ); вариативность формул приглашения и ответа на приглашение; учет социокультурных особенностей «приглашения» в иных культурах) и об эффективности разработанного комплекса упражнений для формирования СКК обучающихся на основе ТС учебного материала.

Последующая разработка темы исследования может состоять в апробации различных видов учебного материала ТС (предметы, продукты изучаемого языка; пословицы, поговорки, идиомы, цитаты великих людей в культуре Китая; видео-, аудио-, печатные тексты) в процессе формирования СКК обучающихся в ходе опытного обучения.

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PERSPECTIVES OF THE ELECTRONIC INFORMATIONAL AND EDUCATIONAL ENVIRONMENT APPLICATION IN TEACHING A FOREIGN LANGUAGE

Introduction. At present time, modern computer technologies penetrated into the daily life and activities of our society. The professional and educational spheres are not an exception. The specificity of the modern education involves the implementation of the competence-based approach and new teaching methods, and assimilation of educational information provided by the program. In teaching a foreign language to the specialists of Customs business, special attention is paid to the formation of students' communicative competence. For this purpose, informational educational technologies and the electronic informational and educational environment are widely used.

The electronic informational and educational environment is considered as a system that is inextricably connected with the educational process, consisting of technical, informational and educational methodological support, which is a single space based on the collection of information from various sources, including databases, virtual libraries, educational and methodological complexes and many other elements.

Main part. The application of the electronic informational and educational environment not only contributes to the development of students' linguistic competencies, but also greatly facilitates the work with students who study independently. One of the most convenient and significant ways to implement independent work of students is to fulfil tasks and interact with students in the electronic informational and educational environment.

Teaching a foreign language to students of the faculty of Customs business, much attention is paid to the formation of foreign-language professional communicative competencies of students, in particular, the lexical component of speech activity. Foreign language proficiency implies knowledge of a certain number of lexical units and their use in various activities. To achieve a certain communicative goal, special attention should be paid to different lexical exercises [1].

To study vocabulary presentations are widely used, followed by the discussion and doing tasks to understand the material. Presentations at certain stages of learning a foreign language are one of the most effective ways to introduce, consolidate and test vocabulary, as in this case several channels of perception are involved. Thus, presentation activates the students' attention, motivates them to use professional language in speech and contributes to its memorization. The electronic informational and educational environment allows setting recommendations for preparing presentations, as well as links to the recommended sources [2].

Another advantage of the electronic informational and educational environment is the possibility to place audio and video materials that contribute to the visualization and to the development of students' linguistic competence. Working with the audio and video, the formation of the active vocabulary is ensured, and conditions are created to prevent "forgetting" of the lexical units. Students also have open access to online libraries, electronic dictionaries, extensive reference material related to the specifics of the subject, and special sources provided by teachers [3].

The electronic way of evaluating works is considered to be quite rational [4]. Here, the students can see their scores for the completed test tasks immediately, and if they carry out a capacious written work within a set time limits, they may see their results, as a rule, in no more than three days [2]. The teacher can leave the comments on the assignments, as well as recommendations for correcting errors.

Within the framework of the professional training of specialists of Customs business, focus should be done on the development of communication skills in professional situations. One of the most important activities aimed at the development of speaking skills is interaction [1]. For example, using role-playing and other interactive methods are widely used at present. It should be noted that in order to implement such a type of the lesson, special attention should be paid to the so-called introductory stage, where lexical units and language constructions used both in everyday communication and in professional speech are trained.

With the help of the electronic informational and educational environment, it is possible to work out some elements of the preparatory stage. Students can be offered a number of exercises that allow them to control the level of formation of lexical skills, as well as to repeat the lexical units which are necessary for giving classes in an interactive form.

Conclusion. Thus, it is possible to conclude that the electronic information and educational environment not only allows to control the formation of lexical skills at a specific stage of foreign language teaching to students of the faculty of Customs business, but also significantly contributes to the implementation of independent work of students, allowing them to exchange data and collectively process them in the interactive mode.

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