

general, computer programs and their functions can be classified as training, accessory, tutorial, referential, controlling, teaching and playing.

An important peculiarity of all types of computer training programs is the availability of feedback. Feedback can be either external or internal. External feedback enables the teacher to monitor, evaluate and correct the interaction between the student and the computer. Internal feedback allows the student to draw certain conclusions about the effectiveness of his own learning activity, provides the necessary assistance and explanations, and, if necessary, it demonstrates the correct answer or the way to perform certain actions.

Information and communication technologies are capable of: stimulating cognitive interest in subjects; to provide the educational work with a problematic, creative, research character; in many respects contribute to the renewal of the substantive aspects of objects; individualize the learning process and develop the independent activity of students. The use of information technology in teaching is important and extremely necessary for the educational space. It encourages hard work and understanding of information technology tools in the teaching of the 21st century.

Thus, the potential advantages of information technology are obvious: the ability to build place and time of training independent training programs for the user, the ability to update courses quickly. The use of information technology makes it possible to form learning more efficient and individualized. The peculiarity of the learning process with the help of a computer causes interest in learning. The computer creates conditions for the transition to a higher level of intellectual work. Technology training, focused on the use of information technology tools, can improve the work of the teacher significantly and raise the level of knowledge and skills of students.

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**DISCUSSING SOME PROBLEMS OF TEACHING
AND MASTERING SPOKEN FOREIGN LANGUAGE
(ДО ПРОБЛЕМИ НАВЧАННЯ СТУДЕНТІВ ЗВО
РОЗМОВНИЙ ІНОЗЕМНІЙ МОВІ)**

In the last several decades which stressed a great interest in the study of the structure of the language linguists and methodologists after them have emphasized the importance of a structured and systematic approach to language learning. Meanwhile, the further the study of the linguistic structure developed, the more linguists approached the problem of grammaticality, or admissibility of linguistic facts, that is, as a matter of

fact, of the problem of the norm of language. On the other hand, the analysis of mistakes which are made by university students shows that most of these errors are attributable to phenomena that relate specifically to the language system. In the study of the native language, the vast majority of errors are regulatory errors. Errors in a foreign language, for the most part, also refer to the norm. Such are errors in the forms of cases and declension, often in the use of verbs, in grammatical agreement, word combinations, in word order, and many others. Numerous spelling mistakes refer to the norm and not to the graphical system itself.

It is no coincidence that in recent years the problems of linguistic norm have attracted ever growing attention of both theoretical linguists and experts in practical language teaching.

There are two main aspects of the notion of the linguistic norm in modern linguistics. One is the objective linguistic norm commonly used in this group of forms of linguistic means: the so-called usage; and the other is the evaluating, axiological norm which establishes the correctness or irregularity of objective rules that compete. This difference in general terms corresponds to the distinction between descriptive (objective) and prescriptive (subjective) norms.

Let's dwell on the problems that arise in connection with the objective norm. The notion of the objective norm correlates with the concepts of the system and the structure of the language. The system is a set of elements of this language level interconnected by certain relationships, functional oppositions.

The structure is the relationships of elements of different levels and perspectives (for example, the perspective of what something means and what is meant by something).

The norm is the generally accepted implementation of elements of the system (structure), the fixed form of elements that are opposed. For example, the place of direct and indirect object expressed by a noun in English belongs to the system: you can choose a word order in which the meaning of the expression will be changed, the logical emphasis will be moved. For example, we can see the difference in two seemingly similar sentences: «He brought his son some food» (the logical emphasis is on the indirect object) and «He brought some food to his son» (the logical emphasis is on the direct object). It is usually noted that the system / structure and the norm are different levels of abstraction in the organization of language.

The differences between the two norms, i.e. objective and axiological are essential for teaching as well as for working with informants, i.e. native speakers. In the first case, the question that we can ask whether it is possible to say like that in this language at all. In the second case, we ask whether is it good to say so in this case, in this situation n the second case is it good to

say so in this case, in this situation? Quite often the linguistic fact which is acceptable in terms of the objective norm does not go beyond the grammatical capacity of the language, but is unacceptable in the axiological aspect. The axiological norm is very important when selecting the material for training. It raises the question of what kind of language facts in terms of their stylistic level should be introduced in teaching, or, for example, should students be given the phenomena inherent in the spoken language, i.e. vernacular, or conversely in "high style".

The facilitation of mastering the norm can be performed by tolerance approach, that is, tolerance to its violation.

There are three types of tolerance which in general correspond to the phenomena of the system, the dispositive norm and the imperative norm: objective tolerance in relation to minor differences in the meaning of forms and words; objective tolerance towards the difference in the norm itself; subjective tolerance, when there is a real violation of certain phenomena of the imperative norm, but we "pass by", ignore this violation.

It should be emphasized that the acceptance of tolerance does not abolish the existing rules that continue to appear in dictionaries and grammar, that are taught to students, but only allow to ignore the relevant mistakes. Yet, these provisions facilitate the use of rules at a practical conversational level that breaks the gap in the strictness of norms and rejects the puristic approach to language.

When learning a foreign language it is necessary to think about the rules of tolerance which must be determined by the level and objectives of training. In conclusion we should emphasize that in spite of the fact that tolerance is one of the essential ways to facilitate the assimilation of the complicated and capricious norm the language being studied it does not at all mean "laxism", i.e. the forgiveness of any language error.

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**GAME TECHNOLOGIES AT THE LESSON OF RUSSIAN
AS A FOREIGN LANGUAGE
(ІГРОВІ ТЕХНОЛОГІЇ НА ЗАНЯТТЯХ
ІЗ РОСІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ)**

The paper focuses on peculiarities of applying game technologies in teaching Russian for foreigners. A game is the basic, initial way for a child to perceive the world. At early ages game is the main activity that develops senses, enlarges the scope and supports in further social roles. While growing, game becomes the antonym to work, activity. For parents game