

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

becomes as well an interesting and fruitful way to organize activity of their child, to direct an enormous energy into a “good” way. Sometimes an interesting game as an exciting occupation is the only way to distract a child from misbehavior or to prevent serious consequences of wrong doings etc.

Among the urgent problems of modern foreign language teaching methods is how to keep up with a curriculum and master four types of speech activity by means of game technologies that became more popular both in native (A.N. Leontiev, L.S. Vygotskiy, D.B. Elkonyn, O.V. Gavrylova, A. Luchinkina, N.A. Salanovych, V.V. Andrievskaya) and foreign science (A. Talak-Kiryk, J. Hadfield, D. Crystal).

Vital importance of outlined problem is caused by a number of tasks that methodology is to solve concerning foreign language teaching: to keep students interested in learning, to simplify grammar understanding, to follow practical purpose of learning a foreign language – applying it in everyday communicative situations; to keep students alert and attentive during the whole period of class. Game becomes an effective way to solve these tasks.

As well, one of the most important problems of foreign language teaching is learning a spoken language that makes conditions to develop communicative functions of language. Games are effective to create a friendly environment which is a true way to prevent possible conflicts within the classroom especially in a multicultural audience. Besides, oral communication is easier during game activity, when students are acting out roles that they would be facing in their further professional and social life (doctor, manager, shop-assistant etc.).

Game technologies affect all the learning processes. Pedagogical and didactical value of a game within the classroom lie in a fact that it allows its participants to fulfil themselves, take an active, leading position, to prove their occupational fitness. The aims of using a game in the process of studying are: certain skills development, speech and communication competence, psychological stability that is necessary within multicultural society, especially.

An important part of a teacher’s work is to keep a number of rules that would make it really an effective way of learning a foreign language. They are as follows: having an interesting, true life situation to act it out, to make a proper planning, so that all students will be involved, regardless of their reference level; being aware of the result. Most scientists agree that when using game technology at the class, teacher should know exactly, which skills are needed from students, what they would learn during game activity.

The advantage of using game within classroom activity is to train unprepared speech, to develop spontaneous reaction to the situation that appeared. Using a role play can be more effective than even any pair or group work – it gives more space for discussion. Game is a model of

necessary social roles that students would be performing after. Game is suitable at any stage or type of work with language (grammar structures, vocabulary etc.). Game is more focused on a process itself rather than the result.

A prominent game theorist D.B. Elkonyn tells about 4 basic functions of the game: a way to develop motivational-and-need sphere; a way of mental and character behavior development. Game defines important personality changes and new personal qualities formation. When playing, children learn behavioral norms. Game itself has the ability to teach, to organize, to uprear. A key fact for us to understand the true didactic value of the phenomenon of game is that a child can't ever get tired of it. Means that this kind of activity at the classroom would never be a "difficult task" for students. As they're "playing" together with teacher. And this is his feeling of professional methodological tact would prompt how to represent this kind of work to a student group in a nice, "playing" way, but filling it with logic and solving the goals desired. For that fact, a game should be worked out, based on the main objectives of a game as a social- psychological activity: 1) to entertain; 2) to communicate; 3) to compete; 4) to solve a task; 5) to develop creative abilities. Methodists define such features of game as a learning tool: highly-motivated, non-forced, personal, very private activity, studying at student body and through student community, learning with interest.

Well-known specialist in teaching methods Y.I. Passov and M.N. Skatkin emphasize how important is game activity in the foreign language learning. "Game is just a cover, a shape that the content of it should be studying, mastering language activities".

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BASIC PRINCIPLES OF COMMUNICATIVE LANGUAGE TEACHING (ОСНОВНІ ПРИНЦИПИ КОМУНІКАТИВНОГО НАВЧАННЯ МОВИ)

Recent trends, methodologies and developments in the system of higher education emphasize the vital role of education sector in general with its internalization of the education process, focus on quality above quantity, increase in the adoption of technologies, necessity for professional talent etc. Foreign language teaching has undergone tremendous changes over the last years.

Many career alternatives are gaining importance at present such as communication skills, soft skills, technical skills, interpersonal skills, ICT