

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

literacy etc. The need for graduates to merge successfully in the tough competition of survival in the global market is in great demand nowadays.

During the last decade, various crucial factors such as integration of contextualized teaching, with the emphasis on multi language skills have combined to affect the current techniques of teaching of English. Therefore, communicative language teaching has become mainstream methodology.

The process of English communication learning is becoming more student-centered but less time consuming. Therefore, it promises that the teaching quality will be improved and students' applied English communication can be effectively cultivated, meaning that students' communicative competence will be further developed. Language in education would be ideally and ordinarily build on such naturally acquired language ability, enriching it through the development of literacy into an instrument for abstract thought and the acquisition of academic knowledge.

Teaching in English language classes focuses on fostering the students thinking as well as language content, outcomes and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom. In a knowledge based society and to remain competitive and employable, teachers are expected to be engaged in a continuous professional development or the professional learning activities from the beginning to the end of their careers.

Communicative language teaching (CLT) emphasizes on the process of communication rather than the mastery of language. Sometimes the term functional approach is used for communicative approach or communicative method. Communicative approach is based on the concept of "communicative competence" which was originally introduced by H.D. Hymes. The communicative approach emphasizes real meaningful communication rather than the activity, topic and situation which are artificial and remote from students' lives.

Communicative approach observes three principles:

- involving real communication;

- involving various activities;

- emphasizing that language is meaningful to the learners. Several methodologies have evolved different roles for a language teacher. Richards and Rodgers conceive a teacher's role as a part of design, component of a method. L. Wood conceptualized the role of the teacher as a facilitator of learning, an overseer, a classroom manager, a consultant or adviser and at times a co-communicator with the learners. To Harmer, a teacher plays the role of controller, organizer, assessor, promoter, participant, resource, tutor and observer.

Task Based Language Teaching (TBLT) is the current paradigm that is basically an off shoot of Communicative Language Teaching. Experimental learning or learning by doing is the main conceptual basis for

the TBLT. The TBLT breaks down the barriers of the traditional classroom, because in the TBLT, the role of a learner is significantly altered. The teacher becomes a true facilitator of learning for the language learners, purely by means of dialogic communication. The teacher is expected to be guide by the side.

The role of teachers how can be described as follows:

1. Facilitator.
2. Independent participant.
3. Needs analyst.
4. Counselor.
5. Group processing manager.

Information technology is dramatically altering the way a student and a teacher interact. In addition, tablet PCs, compact computer that allow you to write notes directly onto the screen with a special pen, replace the archaic blackboard. With the tablet technology allow a teacher to make notes on charts and spreadsheets and send them directly to their student's PCs.

The core objective of teaching is passing on the information or knowledge to the minds of the students. At present, there is a rise of communicative methodology, which emphasizes real meaning communication method than activity, topic and situations which are artificial and remote from students' lives.

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ЗАБЕЗПЕЧЕННЯ ПСИХОФІЗИЧНОЇ ПІДГОТОВКИ СТУДЕНТІВ ЗА ДОПОМОГОЮ ЗАНЯТЬ ОЗДОРОВЧИМ ФІТНЕСОМ

На сьогодні здоровий спосіб життя – це глобальна соціальна проблема, оскільки від цього залежить здоров'я, довголіття та працездатність нації. Існує багато визначень здоровому способу життя, проте всі вони мають спільну точку зору – це засоби, спрямовані на укріплення здоров'я та психічного стану індивідууму.

Оздоровчий фітнес – хороше рішення підтримувати здоровий спосіб життя. Він поєднує в собі дуже велику кількість різновидів фізичної активності: плавання, хода, біг, гімнастичні комплекси, танці, пілатес, йога та багато інших. Велике різноманіття напрямків дозволяє підібрати тренування майже для кожної людини, незалежно від віку, фізіологічних особливостей та стану здоров'я. Оздоровчий фітнес з