

результату. Ігровий результат є, насамперед, досягненням мети психологічної допомоги.

Використання гейміфікації базується на низці принципів, а саме:

- відсутність матеріальних результатів як винагороди;
- добровільність, дитина у будь-який момент може припинити гру та повернутися до звичайної взаємодії з реальністю;
- зв'язок з реальністю в ігрофікованій формі;
- безпека – помилки не нашкодять;
- корисність та простота;
- діалог;
- статусність;
- чітка мотивація (на кожному етапі повинна бути чітка мета).

Перевагами гейміфікації в психології дітей є підвищення самооцінки та полегшення вирішення складних життєвих ситуацій.

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COMMUNICATIVE APPROACH IN ENGLISH LEARNING

Communication is an active process. This activity is associated with mental activity and communicative behavior. Communicative activity has another characteristic — motivation. A person, as a rule, communicates because he has an internal reason for this, a motive. Purposefulness is another important characteristic of communicative activity. Any statement pursues a purpose. The person who expresses himself in the process of communication always wants to achieve a certain goal: to convince himself or to convince the interlocutor. The connection with personality is also obvious. Communication is largely determined

by all components of the personality. Personality is always individual, characterized by a unique combination of traits, manifested in abilities, character, intelligence, feelings, mental processes, needs, ideals, and interests. An important characteristic of communication is situation. A communicatively oriented approach seeks to reproduce all characteristics of the communication process in educational activities at a foreign language lesson. This means that a such training is adequate to the process of real communication.

Communicative language teaching or Communicative approach is an interactive method of the study of foreign languages, the purpose of which is to master the skills of spoken language and its perception by ear. In contrast to traditional methods that give preference to grammatical competence, the communicative approach is aimed at the formation of communicative competence, therefore communication is both the ultimate goal of language learning and a means of achieving it.

The communicative method of learning English is aimed at the possibility of communication. The communicative method of learning English exists, first of all, when a person who has a standard set of grammatical constructions and a vocabulary of 600-1000 words can easily find a common language in a foreign country. The main goal of this technique is to teach the student to first speak fluently in English, and then to think in it. It is also important that there are no mechanical exercises: their place is taken by game situations, work with a partner, tasks to find errors, comparisons that connect not only memory, but also logic, the ability to think analytically and figuratively. This whole complex of techniques helps to create an English-speaking environment in which students must "function": read, communicate, participate in role-playing games, express their opinions, draw conclusions in English. [1, c.50]

The organization of effective speech activity at the lesson is facilitated by the communicative approach in education, which implies the need to build the educational process as a model of communication. The essence of this approach is

rules, words and expressions are not learned through special exercises, but are learned in the process of communicative activity. Here, the speed of speech develops and speech patterns and structures are practiced. For example, in order to practice the use of modal verbs, students are offered to solve problems, conduct an instruction, learn the rules of using some device. [2, c.112-114]. The process of learning modal verbs will be interesting and useful if students are given the task of writing rules using verbs: must, should, ought to, are allowed to, can, have to, mustn't, etc. Paraphrasing also helps to learn language patterns and structures. Of course, for the successful completion of any task, the teacher must set specific tasks and give a sample or execution algorithm. [3, c. 145-146].

In more general terms, we can talk about communicative language learning as something that recognizes learning as communicative competence as its primary goal. Such language teaching differs from more traditional approaches, which emphasize the study of structural competence in foreign language learning. [4, c.10].

D.H. Himes defined communicative competence as the most general term for determining the capabilities of a person. He claims that competence depends on knowledge of the language and the ability to use it depending on the situation. There are several sectors of communicative competence: 1) competence as grammaticality; 2) competence as appropriateness of contexts; 3) competence as acceptable use; 4) competence as performance.

Communicative approach is a set of techniques designed to teach effective communication in a specific language environment and develops language skills from speaking and writing to reading and listening. [5, c. 270].

Grammar is learned by a student in the profession of language communication: the student first memorizes words, expressions, language formulas and only then begins to understand what they represent in a grammatical sense.

The goal is to teach the student to speak English not only fluently but also correctly.

The main features of the communicative method: 1. English speaking. It prevents the emergence of a free barrier. 2. Competent and fluent speech. It prevents from not making mistakes. The educational process is divided into involvement, study, activation. Involvement includes an exciting discussion. It offers to discuss the plot image. Study offers grammatical rules, unfamiliar words and expressions which are explained to the student. Activation - the student carries out exercises on knowledge of words and grammar or continues the conversation with the teacher.[6.]

The most important difference between the communicative approach in education and the usual classes in English is the absence of lectures, as well as the absence of memorizing standard dialogues and phrases. These are opportunities for all participants in the discussion to learn how to develop the dialogue in different ways, to be able to paraphrase what they cannot explain due to their underdeveloped vocabulary.

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MENTORING AND ACTIVATION OF STUDENTS INDEPENDENT COGNITIVE ACTIVITY

Introduction. The issue of quality of education always occupies the first link in the system of higher education. The organization of the educational process by means of the mentoring allows to develop skills of the cognitive activity of students and to form educational competencies during studying of the educational component in the conditions of optimization of the educational process of the present. Mentoring promotes the development of not only cognitive activity, but also critical thinking about independent work and scientific research of students

Keywords: mentoring, independent students' activity, activation, educational process, competencies.

The purpose of the article is to analyze and reveal possibilities of using of the mentoring in the educational process. Methods of the research. The study uses methods of analysis, generalization of information. The results of studies. The analysis of materials on the subject of the study has shown that introduction of the mentoring into the system of training for organization of independent cognitive activity of students involves interaction of the teacher and the student on the basis of interaction and respect to each other. The mentor with