

Conclusion. The revolutionary epoch caused the stance and content of the work of Vladimir Mayakovsky, who fought against the dark sides of life and for its radical transformation. The lifestyle and work of the writer, artist, musician, a citizen of the country in modern conditions should be directed to the development of civilized relations between people, States and peoples.

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EFFECTIVENESS INCREASE IN TEACHING FOREIGN LANGUAGES BY MEANS OF COMMUNICATIVE GAMES

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In the Republic of Belarus, the knowledge of foreign languages is recognized as a major factor of social, economic, scientific and cultural advancement. Foreign languages are studied for their further functioning as an instrument of information exchange, interaction of national cultures and universal human values. There is an increasing demand for specialists that can use foreign languages for an efficient provision of different types of communication. In this regard it's particularly important to develop ways and techniques for the quality improvement of teaching foreign languages.

The aim of the research is to investigate the effectiveness increase in teaching foreign languages by means of communicative games.

Material and methods. The following research methods were used: literature review on the subject and its critical analysis (works of E.I. Passov, N.D. Galskova, N.I. Gez, E.I. Solovova and et al.), the observation of the

teaching process in Vitebsk gymnasiums № 1 and 2, scientific analysis of English training.

Results and their discussion. Games and exercises that are based on the techniques of communicative dialogues allow students to acquire particular speech functions and include different types of cooperation during their implementation (work in pairs, groups, collective engagement that includes all pupils). As a result of our research we have defined that the most effective techniques are the following: matching, combining, guessing games, jigsaw tasks, ranking, problem-solving activities, role play and simulation.

Matching is based on the transmission of information. Every pupil gets one piece of information and should find the missing piece of information from his partner (or partners). For example, a pupil gets an incomplete proverb and should find the pupil, which has the other part of the proverb. Then they can think of a situation or a story which illustrates the proverb, and the rest of pupils are to guess what proverb this is. Pupils move freely in the classroom, talking to different partners, looking for a suitable card or a picture.

Combining includes sorting out certain information, e.g. position in the correct sequence of pictures, paragraphs of the text, making up dialogs from separated lines.

Guessing games are well known in foreign languages teaching. Guessing games are real communicative cases. It should be noted that within the framework of communicative approach pupils are supposed to guess not just words or subjects. Thus in the game “Lie Detector”, pupils work in groups, asking someone in the group questions and trying to guess which answer is wrong.

Jigsaw tasks allow pupils to solve several significant problems in terms of developing speaking skills and communicative interaction. First pupils should understand information they received orally or in a written form and then describe the information to other members of the group. In addition to this, the process of seeking a solution encourages them to use linguistic and speaking means that regulate the interaction.

In the course of ranking exercises, pupils should arrange objects, qualities, information in the order of value or preference, i.e. rank them. After this stage there usually follows a discussion during which pupils explain or defend their choice, work in pairs or groups. Situations, problems and questions which are an excellent framework for these exercises can be borrowed from various contexts. E.g., in the game “Guide” they define which places of London (Edinburgh or Oxford, etc.) they would see first of all, if they had 2 hours of free time.

Problem-solving activities proposed to pupils for cooperative decision can be imaginary and realistic. The latter ones are based on situations that pupils can come across in everyday life. In some cases there is only one true decision but most of the tasks are focused on various discussion methods to solve the problem. The first stage of solving the problematic task suggests presenting various ideas,

at the second stage these ideas are discussed and evaluated. In some cases the teacher can allocate the roles of generators of ideas, critics and experts among the participants of communication. The problem solution can be verbal: developing a plan how to spend a day in London better if you don't have much time and money ("Day in London"), or including making up tables and schedules.

Role play and simulation. Frequently, methodologists do not clearly differentiate between these techniques, while simulation or modelling is more difficult due to its content and procedure because it presupposes the most accurate simulation of reality. Examples of human interaction or social process are simulated during this technique, participants playing roles. Simulation requires providing the participants with information and materials before this activity as well as during its realization. Unlike the simulation role-playing often goes according to the script, which simulates communication.

Conclusion. The results of the research allow us to state that the use of communicative games in teaching foreign language communication allows taking into account the age characteristics of pupils and their interests, extends the context of pupils' activities, serves as effective techniques to create a motive in foreign-language communication, contributes to the implementation of the activity approach in the teaching process, provides students with the necessary practice in socially appropriate behavior.

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**ORGANIZATION OF THE TRAINING PROCESS FOR MASTERS
IN ENGLISH LANGUAGE ON THE DEPARTMENT
OF ECOLOGY AND NATURE PROTECTION**

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Master's degree is the final academic level in the system of higher education of the Republic of Belarus. Student's education at the graduate (post-bachelor) level is conducted in accordance with the individual academic plan, which is based on the curriculum of a correspondent graduate school major. It is aimed at active independent work of students and includes a list of studied disciplines and the volume of the training load, the thesis preparation program, lab and research work. It also teaches style and proper reporting for each of the specific sections of the plan. Citizens of other countries are trained in the magistracy in accordance with the bilateral agreements [1].