

school age. At this age, most of the indicators that have the maximum values are also found.

At primary and secondary school age, the average values of various indicators of their mental development are, in accordance with a special rating scale [1], at the "zero" level, "very low", "low" and "average". At middle school age, there is no "zero" level, and at high school age, a "good" level is added.

1. Novitsky, P. I. Adaptive physical culture in the second Department of auxiliary school: study method. manual for teachers / P. I. Novitsky. – Minsk: Education i vykhavanne, 2011. – 200 p.

USE OF COMMUNICATIVE TASKS IN TEACHING SKIM READING IN A FOREIGN LANGUAGE

Alexandra Lakisova

VSU named after P.M. Masherov, Vitebsk, Belarus

In the Belarus, the knowledge of foreign languages is recognized as a major factor of social, economic, scientific and cultural development. Foreign languages are studied for their further functioning as an instrument of information exchange, interaction of national cultures and universal human values. In this regard it's particularly important to develop ways and techniques for the quality improvement of teaching reading.

Materials 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.

Findings and their discussion. The active nature of communicative teaching is implemented by specially designed problem tasks that stimulate the speech activity of students. The following types of communicative tasks can be identified when teaching foreign language skim reading on a communicative basis.

1. Single text communication tasks with incomplete information where the subject is unknown. Examples of such tasks are questions to information, which is not given in the text. For example, "Say, is there enough information in the text to say/paint... ? What information is needed for this?".

Another option may be a task when for the text in which a composition part is omitted, you need to give as many variants of this part as possible. To increase the difficulty, the lack of information can be combined with inconsistency - it is not clear from the given paragraphs what exactly is omitted [1].

2. Single text communication tasks, where the unknown is the way to accomplish an action. The subject is described in general terms. For example: "Retell the text in the name of its inanimate heroes" (for instance, an extract from "Winnie the Pooh" can be retold in the name of a jug of honey) or "Compose several texts from mixed paragraphs, each time arranging them in a new way". In the last communicative task, the text paragraphs should be composed in such a way that one cannot guess about their logical sequence: "Insert counterarguments to the text expressing a positive or negative attitude to an issue. To facilitate the task, it is possible to point out the place in the text where counterarguments should be inserted and give introductory words (but, nevertheless, etc.), and then ask to do the same with the raw text.

3. Single-text communication tasks, where the conditions are unknown and which require answers to the questions like "When and where was the text written?", "For what and for whom was it written?", "What can be said about its author?" Of course, the text itself should not contain answers, it may contain only indirect information.

4. Single text communication tasks with contradictory information, containing unknown, expressing the subject. Such tasks will be more difficult than tasks with incomplete information because it is easier to invent a new one than to solve an existing contradiction. For example: "Read the text that expresses the hypothesis and provides the proof of it. What other hypothesis can be derived from the given information? What other information can confirm this hypothesis? Is it possible to give the information, refuting this hypothesis?"

5. Single text communication tasks with excess information, where the unknown is an object. They may be either open, i.e. have several right answers, or closed - have only one right answer. For example: *A car ran into a ditch. There were no other cars on the road that night. The weather forecast stated there was a 70% chance of rain. There was an empty can of beer found in the car. What kind of evidence do you see to determine the cause of the accident?*

6. Single text communication tasks with necessary and sufficient information, where the unknown is a subject. These may be well-known brain twisters. For example: *Sam Jons lives on the 18-th floor of an apartment building. Every morning when he goes to work, he gets into the elevator, presses the ground-floor button, and rides down. Every night when he comes home, if he is the only one in the elevator, he gets off at the 6-th floor and walks up the rest of the way. He would prefer to ride. Why does he walk?*

7. Multitext communication tasks with incomplete information, in which the subject is unknown. For example: "Read the texts and identify the tendency of the plot development" or "Read the texts expressing different points of view on the same subject. Which viewpoint do you share?"

8. Multitext communication tasks with contradictory information, where the unknown is the way of action. For example: "Combine two texts expressing different points of view into one, as if they were written by the same author".

The easiest of the above communication tasks are open-ended tasks with incomplete information and with an unknown subject or condition. Tasks with an unknown method of accomplishment are the most difficult. Tasks in which the problem is identified by the teacher tend to be easier than tasks in which students see the problem for themselves.

Conclusion. The communication tasks we have considered should be harmoniously integrated into the system of learning and speech situations. The use of textual communicative tasks demonstrated that they not only enhance the development of creative thinking in foreign language lessons, but also stimulate motivation for learning, which ultimately leads to a significant increase in the efficiency of learning to read.

1. Passov, E. I. Communicative method of teaching foreign language speaking / E. I. Passov. – Moscow: Enlightenment, 1991. – 226 p.

THE METHODOLOGICAL TRAINING OF FUTURE TEACHERS IN THE PROCESS OF STUDYING ORGANIC CHEMISTRY

Vladislava Rineiskaya, Ksenia Khomenko

VSU named after P.M. Masherov, Vitebsk, Belarus

The problem of training highly qualified specialists, future chemistry teachers, can't be solved without improving the teaching of fundamental academic disciplines, one of which is organic chemistry. The main significance of this university course is to form a system of students' knowledge in the field of modern ideas about the structure and transformation of organic substances on the basis of structural theory, principles of structure, functionality and transfer of this knowledge to the level of synthetic thinking [1].

From our point of view, the study of organic chemistry by future teachers should be organized in such a way that fundamental theoretical training in the subject contributes to the methodological training of a specialist.

The objective of the research is to assess the possibilities and prospects of using methodical assignments while studying organic chemistry by future teachers.

Material and methods. Carrying out the research, we analyzed the program of the subject «Chemistry» for institutions of general secondary education and the current university program in «Organic Chemistry» and various teacher's and student's books on the subject. While doing research, the following methods were used: comparative and complex analysis of normative documents and literature on the research issues, the study of the teaching experience in organic chemistry to future teachers.

Findings and their discussion. To realize the idea of methodical training of future teachers while studying organic chemistry we set significant links