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THE IMPORTANCE OF TEACHER'S LANGUAGE AT THE PHYSICAL EDUCATION LESSONS

The teachers possessing sufficient communicative competence are required for education, training and development of a person, able to interact effectively with people in everyday and professional life.

The problem of communication has been studied by K.A. Abulhanova-Slavska, B.H. Ananiev, O.M. Leontiev, A.V. Mudryk and others.

L.Ya. Zorina stresses, that linguistic means are considered to be the main factor in solving communicative problems. It is difficult to overestimate the role of a teacher in the process of shaping the psychological climate in the classroom, the nature of students' communication and their confidence in the teacher [3].

Apart from its characteristic features, the language of physical education teacher has to correspond to such qualities as accuracy, consistency, direction, expressiveness, reasonableness, etc. During the various forms of physical education, the teacher should articulate goals and objectives, inform students of theoretical background, explain technique of the exercises, analyze and evaluate the quality of their performance, summarize the results. The quality of verbal communication with students depends on the language quality [1].

Primitivism, uniformity, the use of clichés, dialectal and even slang words, misuse of terms have been traced to the mistakes of some physical education teachers.

To non-verbal means V.M. Vvedenskyi [2] has classified: 1) *paralinguistic* (voice culture, timbre, intonation register, tempo, volume, rhythm, tone, melody, pauses); 2) *kinetic* (gestures, facial expressions, pantomime, body movements, looks); 3) *extralinguistic* (laughing, crying, tapping, breaths, touches); 4) *proxemic* (movements in space, the distance between those who communicate, etc.).

For example, the power of voice and timbre play important part in giving instructions. The instruction should be given in imperative mood; it must be accurate, clear, precise and laconic: "Dress!", "Halt!" and others. Instruction is mainly used to work with primary school pupils, as well as when children are given the task to prepare the sports equipment for the lesson or clear it away.

Taking into consideration the powerful meaning of a word, a teacher should mind his/her language and strive to gain the skills of verbal communication with the pupils at the lessons of physical education. In the system of pupils-teacher communication and in the process of physical education it is necessary to meet the requirements of pedagogic appropriateness, which forms the basis to pedagogical tact.

LITERATURE

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