

# TECHNOLOGY OF A BUSINESS GAME IN A FOREIGN LANGUAGE PRACTICAL CLASSES IN NON-LINGUISTIC SPECIALTIES OF TECHNICAL UNIVERSITIES

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## *Анотація*

*В статті розглядається така технологія навчання іноземної мови у немовному виші, як ділова гра. Досліджуються особливості застосування і функціонування ділових ігор на заняттях з іноземної мови на немовних спеціальностях технічних вишів. Наведено та проаналізовано переваги та недоліки ділових ігор.*

**Ключові слова:** ділова гра, технічний виш, сучасні методики викладання іноземної мови, переваги, недоліки, комунікативний принцип навчання мови.

## **Abstract**

*The article considers such technology of teaching a foreign language in a non-language university as a business game. Peculiarities of application and functioning of business games in foreign language classes at non-language specialties of technical universities are investigated. The advantages and disadvantages of business games are given and analyzed.*

**Keywords:** business game, technical university, modern methods of teaching a foreign language, advantages, disadvantages, communicative principle of language learning.

One of the global problems of the XXI century is to make a huge leap in the education system. Its essence is to design an effective learning environment that should allow and encourage consideration of more perspectives, provide opportunities for safe experimentation, develop logical thinking, meet the personal needs of students and help develop their intuitions. Therefore, interactive learning laboratories in universities (including technical ones) set themselves the following goals: to significantly increase the availability, usefulness and dominance of innovative teaching methods needed in the 21<sup>st</sup> century. in line with the Bologna process; focus on materials and methods that can be used for learners of all ages, focus on quality and filigree finish of innovative approaches; advance their dissemination.

Teaching a foreign language is a complex and multifaceted process, the success of which depends on the right combination of pedagogical technologies. Under pedagogical technology we understand a consequent, interconnected system of teacher actions that are aimed at solving pedagogical problems, or as a systematic and consistent implementation in practice of a pre-designed pedagogical process. [1] Business games maintain interest in the material being studied, enable students to model their future professional activities, try their communication skills in English in the light of their application in the practice of their future specialty and develop students from a psychological point of view.

In the theory and practice of teaching English at a university, the focus of choosing the leading principle of teaching has shifted from linguistic to communicative. The purpose of teaching English at non-linguistic faculties at a technical university is to prepare students for foreign language, including professional communication in English (development of skills and abilities of free communication using various styles of speech, including scientific using professionally oriented vocabulary – terminology). [2]

Achieving the ultimate goal of teaching English at non-linguistic faculties and the implementation of the communicative principle of teaching determine the use of special didactic means that increase activity and involvement in the process of teaching the language of students. After all, what we actively interact with can be assimilated in the best way.

As we can see, the business game is multifaceted and performs many functions. The task of a foreign language teacher in this case is to skillfully apply this method in their classes.

Today, our students, as future professionals, need to be able to negotiate, plan, organize their activities and time, work in a team. We must not forget that business games also develop the ability to emotionally feel another person, determine the psychological state of the interlocutor, and convey to another person an understanding of his experiences. A business game forms language skills and develops speech skills, helps to memorize speech material, develops memory, thinking and all cognitive processes.

These didactic tools can be considered as an important factor in the effectiveness of the educational process. Most researchers among such tools consider the so-called educational games, which, of course, include business games. [3]

We consider a business game in teaching English as an educational speech activity, the organization of which is based on the principle of professional communication, which contributes to modelling the conditions of professional relations. There are various classifications of business games. [4]

One of the possibilities of classification is to distinguish different types of business games depending on: functional purpose (diagnostic, control, role-playing); time (from 4 hours and longer – large, from 2 to 3 hours – medium, 1 hour – small, up to 1 hour mini-games); structural-compositional construction (with hard-coded and adaptive structural-compositional construction).

The use of business game technology in teaching English at non-linguistic faculties implies the observance of a number of conditions: rationalization of temporal characteristics; the use of adequate didactic methods, techniques, means, organizational forms, taking into account individual and differentiated approaches to the student.

The main stages of preparing and conducting a business game:

1. The preparatory stage, which includes not only the preparation of the teacher, but also the students for the game, including the selection of the necessary support for the game (didactic, methodological and technical), determining the readiness of students for the game and the leader of the game, the formation of preliminary game groups.

2. Introductory stage. It involves a direct introduction to the game: presentation of the topic, acquaintance of the participants in the game with the topic, presentation of information by the teacher, creation of an installation for the game (you can use exercises designed for psychological and pedagogical trainings), familiarization of the participants with the scenario and rules of the game (fix the rules in writing or speak), recruiting real game groups (it is very important to think over the principle of grouping), distribution of roles, issuing tasks for the game, providing methodological, didactic and technical materials.

3. The actual game stage. At this stage, it is very important to organize collective speech and thinking activity in a group, stimulate communicative interaction, monitor the implementation of role-playing settings, and facilitate the discussion of task options. Therefore, a particularly important role is assigned to the leader, as a rule, the teacher. The facilitator should not only monitor the course of the discussion, but correct it, aim it at the right direction. The result of the work is a presentation of the decision made and, depending on the task, the definition of a speaker or a communicative pair, preparation of visualization, performance, intergroup discussion, answers to questions, etc.

4. Final stage. Undoubtedly, an important element is the reflection of both the participants and the host of the game, which will help track the communicative achievements of each participant. In addition, the host sums up the game.

5. Post-game stage. Of particular importance for the teacher is the analysis of the content-procedural side of the business game, as well as the analysis and evaluation of the results of the business game. [5]

Great importance should be given to the didactic, methodological and technical support of the game. It is necessary to carefully prepare text, speech and linguistic material; work out the scenario of a business game; prepare a multimedia presentation (video sequence, video clip, screen saver, etc.) to create a certain background and immerse yourself in the atmosphere of the countries of the language being studied.

In the classroom, we use a variety of business games, for example, simulating real situations that may occur in various life circumstances (during a stay abroad, etc.) or future professional activities of students (participation in a meeting, conference, council, etc.). [6]

The experience of using business games in non-linguistic faculties [7] allowed us to highlight some of their features: the use of special didactic, methodological and technical support; careful preparation of speech materials; activation of independent work of students in preparation for the game; selection of tasks in such a way as to stimulate independent preparation for a business game, not only in terms of mastering new vocabulary (including terminology), but also modelling various styles of speech (including scientific), as well as developing the skills to select the necessary information.

So, it can be noted that the use of various types of business games in English classes is a form of education that significantly activates the process of forming communicative competence in the educational and professional sphere of communication, which is one of the main tasks of teaching a foreign language in non-linguistic faculties at technical universities.

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