

PROFESSIONALIZATION OF PRE-SERVICE TEACHERS FOREIGN LANGUAGE TRAINING BY MEANS OF BUSINESS GAMES

Kmit Olena

PhD in Pedagogical Sciences, Associate Professor,
Associate Professor of Languages and
Their Teaching Methodology Department,
T. H. Shevchenko National University «Chernihiv Colehium»

The modern development of Ukrainian society on the way to the European Union implies increased requirements for mastering foreign language communication by specialists of various profiles. These requirements are also relevant for teachers. The main goal of teaching foreign languages in institutions of higher education of pedagogical profile is the formation and development of pre-service teachers' foreign language professional communicative competence, which will contribute to the effective, competent and flexible use of a foreign language in various situations of academic, professional and social communication, the acquisition of the ability to adequately meet the challenges of the 21st century. At senior courses of study, when students have already acquired sufficient professional knowledge, speech and language experience, there is a necessity of more complete mastery of a foreign language as a means of professional communication.

One of the requirements of the "English language program for professional communication" is the need to ensure the professionalization of English-language training of students [1]. It is widely believed among practicing teachers that this requirement of the program can be fulfilled by having in the arsenal educational materials of professional content and using them in working with students on each type of speech activity. However, the above-mentioned approach to the professionalization of foreign language classes is too simplified, and therefore teachers should apply methods of more effective professionalization of foreign language training of students-pre-service teachers.

It should be noted that under the professionalization of foreign language training of students-pre-service teachers, we understand the approximation of the process of learning a foreign language of the real life communicative experience of applicants for education, taking into account the vector of their future profession, as well as creating conditions for the integrated use of students' professional knowledge in a foreign language educational environment [2, 3, 4].

Thus, the situation described above requires teachers to find effective ways and methods of organizing and implementing professionally directed foreign language training at senior courses of the higher education institution of pedagogical profile. Gamification is proposed as a possible way to solve this problem, which educational opportunities have long been known about. A lot of methodologists rightly pay attention to the effectiveness of using this teaching method, in particular business

games, in teaching foreign languages. This is because the game is especially full of opportunities for any person. All of the above mentioned are the problems of this article.

The problem of using the business game in the educational process is the focus of many scientists. O.B. Tarnopolsky explores the application of business games, continuous business games in teaching foreign languages in higher educational institutions [5]. L.A.Konoplenko deals with the problem of organizing a business game to teach oral English language communication to future information security specialists [6]. A.M.Makovey develops a methodology for organizing business games in teaching foreign languages to future specialists in the transport industry [7]. The research of L.G.Rusalkina is devoted to the use of business games for teaching students of medical institutions of higher education [8]. G. A. Boyko is developing a methodology for using business games to form a professionally oriented competence in the monologue speech of future specialists in food technology [9]. However, according to the results of the analysis of scientific works, the technology of conducting a business game in order to professionalize the foreign language training of future teachers is awaiting its detailed development. Obviously, its implementation in the educational process requires a scientifically substantiated methodology.

Business game is a way of organizing English language activities within the educational process. To implement the business game, real situations of the future professional activity of students are modelled and the conditions for the application of professional knowledge and the improvement of speech skills are provided. As a result, a more complete mastery of the English language as a means of professional communication and the subject of study is achieved. General game elements are in the basis of the business game: the presence of roles, situations in which the roles are implemented, game items. However, unlike other educational games, the business game has, along with the above, also individual features. Without the presence of these features, the game cannot be considered business. Such features are: modelling in the game the conditions of professional activity, close to real professional activity of students (their imitation); phased development, as a result of which the fulfillment of the tasks of the previous stage affects the course of the next; the presence of conflict situations; mandatory joint activities of the game participants performing the roles stipulated by the conditions of the game; description of game simulation object; control of game time; a system for evaluating the course and results of the game; rules governing the course of the game; elements of the competition [2, 3].

The starting point in modelling a business game is to prepare a script. It is a plot or system of describing the actions of the game participants, their relationships, interactions, communications based on the details of the game roles that are performed in the proposed circumstances or conditions. Such a scenario includes a description of the place and time of the game actions, the distribution of roles, a description of the location of its participants before the start of the game. Thus, the scenario is a detailed statement of the content of the business game and the sequence of its performance. Schematically, the content of a business game can be represented as a set of elements of the game fragments content. Each fragment of the game is implemented in several

stages [2, 3]. The following is an example of such a phased development of game fragments.

The first - preparatory and educational - stage includes familiarization of students with a new type of educational activity and preparation for the business game. They are offered a task preceding the game. The purpose of the task is the psychological, informational, language preparation of participants for the proper performance of their roles, thoughtful role and speech behavior in the game. This task involves:

- studying the description of the initial positions of the business game, namely: data that help the game participants enter the situation and make specific initial decisions regarding their roles;
- familiarization with organizational instructions containing a list of positions or roles, role repertoire of game participants; with instructions on the nature of the work that students have to do before starting the game; with instructions on the selection and development of materials necessary for the game;
- performance of a set of special tasks aimed at work with special texts in English, with materials for the text that require development; repetition of educational material; development of speech skills and abilities;
- study of materials for self-education; familiarization with special literature on the topic and problem; refreshing in memory the information from the specialty necessary for solving specific issues and tasks in the process of a business game;
- study of a written description of a certain business game situation made by a teacher;
- familiarization with the map-scheme of the game actions sequence during a business game, with the cards of professional roles and speech behavior of each of the participants in the game.

Suppose that the situation of a business game fragment "Meeting of the pedagogical council" is the need to solve the issue of child's pedagogical support in the educational process. To prepare students for the game in this situation, the teacher can offer the following tasks:

- reading the text on the technologies of pedagogical support for younger students in the educational process, which is accompanied by pre-text, text and post-text exercises;
- preparation of information in English on the stages, main directions, techniques, methods, forms and ways of implementing pedagogical support for the child in solving a personally significant problem for him or her;
- repetition, development of thematic vocabulary and complex grammatical constructions;
- writing articles to the English-language information and methodological bulletin "Stages, main directions and ways of implementing pedagogical support for the child in solving a personally significant problem for him or her," in which students learn to express their point of view, give arguments to the problem under consideration.

The second stage of the game begins with the introductory word of the teacher, in which the goal of the whole game and each fragment is presented. Next, the first task is proposed - to unite in creative groups of several people based on the instructions set forth in the maps of professional role behavior, and within each group to discuss a specific problem situation most significant for children, their life and development.

Each group will include students as teachers, parents and students. Examples of problematic issues can be "Why do we need pedagogical support?", "What is the position of the teacher in the situation of support?", "What is the subject of the child and the teacher during the implementation of pedagogical support?", "What barriers impede the implementation of pedagogical support?". Each group, using the information and methodological bulletin "Stages, main directions and ways of implementing pedagogical support for the child in solving a personally significant problem for him or her" is developing a project to solve one of the outlined problems. In preparation each group exchanges opinions, discusses and develops a collective opinion, exchanges knowledge, information and practical experience, design of prepared projects. In this case, students may need additional information, familiarization with new literature, consultations, exchange of refined thoughts and views.

The teacher, acting as the coordinator of the game, stimulates and directs the discussion, clarifies the conditions, introduces new information, proposes new circumstances, formulates theses, stimulates the reaction of the interlocutors. The teacher constantly focuses the attention of the game participants on the need to make constructive decisions, does not allow to be distracted or get involved in the consideration of some individual moments, directs attention to the main thing in the discussion - the justification or rejection of the proposed solutions.

During the third stage of the game, its participants present group projects and develop a draft decision for the meeting of the pedagogical council.

At the last, fourth stage of the business game, the results of the game and game actions are evaluated. Participants in the game give a general assessment of the activities of the group, evaluate the work of their colleagues, give a self-assessment of both professional and English-speaking speech activity. After that, the teacher analyzes the quality of these activities. Separately analyzed English-language speech behavior of each participant, qualitative and quantitative characteristics of speech are given. In order to work on errors, the teacher suggests performing several corrective exercises in the next lesson. It is also offered to each or individual players to perform certain exercises or work with a dictionary, grammar guide, textbook. At the end of the analysis, the teacher gives a detailed final assessment of each participant's participation in the game, explains the meaning of the game for further professional activities of students.

So, during the business game, students have the opportunity to realize their professional knowledge gained during their studies in higher education, and at the same time increasing the level of English-language communication competence in the professional sphere. Thanks to the use of the business game, the English-language training of pre-service teachers is professionalized and acquires efficiency.

References

1. Програма з англійської мови для професійного спілкування. Колектив авторів: Г.Є. Бакаєва, О.А. Борисенко, І.І. Зуєнок, В.О. Іваніщева, Л.Й. Клименко, Т.І. Козимирська, С.І. Костицька, Т.І. Скрипник, Н.Ю. Тодорова, А.О. Ходцева. Київ: Ленвіт, 2005. 119 с.

2. Кміть О. В. Ділова гра у навчанні професійно спрямованого англomовного спілкування студентів-міжнародників старших курсів. Вісник Чернігівського державного педагогічного університету імені Т. Г. Шевченка. Чернігів: ЧДПУ, 2007. Вип. 48. С. 130-133.
3. Кміть О. В. Ділова гра як спосіб професіоналізації іншомовної підготовки майбутніх педагогів. Стратегії та практика організації освітнього процесу в умовах невизначеності: нові виклики та перспективи реалізації : Матеріали Всеукраїнської онлайн-конференції з міжнародною участю. Чернігів: НУЧК імені Т.Г. Шевченка, 2023. С. 21-24.
4. Кміть О.В. Професіоналізація іншомовної підготовки студентів немовних спеціальностей. Proceedings of the 17th International scientific and practical conference “System analysis and intelligent systems for management” (May 02 – 05, 2023). Ankara, Turkey. International Science Group. 2023. P. 234-237.
5. Тарнопольський О. Б., Кожушко С. П., Кабанова М. Р. Гейміфікація в навчанні іноземних мов у вищій школі. Іноземні мови. Київ: Ленвіт, 2018. № 3. С.15-22.
6. Конопленко Л. О. Методичні рекомендації щодо організації ділової гри для навчання усного англomовного спілкування у технічних ВНЗ. Вісник Дніпропетровського університету імені Альфреда Нобеля, Серія “Педагогіка і психологія”. Педагогічні науки. Дніпро, 2014. 2 (8). С.152-158.
7. Makoviei O. M. Organization of business games as an interactive method of teaching foreign languages tj students of HEI acquiring specialties connected with the transport industry. Автомобільний транспорт. Харків, 2018. Вип. 43. С. 118-124.
8. Бойко Г.А. Ділова гра у формуванні професійно орієнтованої англomовної компетентності в монологічному мовленні у майбутніх фахівців з харчових технологій. Іноземні мови. Київ: Ленвіт, 2022. № 2. С. 10-14.
9. Русалкіна Л. Г. Використання ділових і рольових ігор у процесі навчання іноземної мови студентів медичних ВНЗ. Викладання мов у вищих навчальних закладах освіти. Київ, 2015. № 26. С.119-127.