ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

ҚОЖА АХМЕТ ЯСАУИ АТЫНДАҒЫ ХАЛЫҚАРАЛЫҚ ҚАЗАҚ-ТҮРІК УНИВЕРСИТЕТІ

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БАЙДАУЛЕТОВА АЙГЕРІМ ДАУРЕНҚЫЗЫ

EFFECTIVE WAYS OF USING BUSINESS GAMES AT ENGLISH LESSONS

6M011900-Шетел тілі: екі шетел тілі (ағылшын және түрік тілдері) мамандығы бойынша педагогика ғылымдарының магистрі академиялық дәрежесін алу үшін магистрлік диссертация

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Қорғауға жіберілді:
Ағылшын Филологиясы кафедрасының
меңгерушісі, соц.ғ.к.доцент м.а.

_____ Б.Тұрлыбеков
(қолы)
«_____»_____20___ж.

Магистрлік диссертация

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мамандығы: 6М011900 – Шетел тілі:екі шетел тілі (ағылшын және түрік тілдері)

Магистрант _____ А.Д. Байдаулетова

(қолы)   (аты-жөні, тегі)
Ғылыми жетекшісі,
соц.ғ.к.доцент м.а. кафедра меңгерушісі _____Б.Д. Тұрлыбеков
(қолы)   (аты-жөні, тегі)

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ТҮЙІНДЕМЕ

Диссертациялық жұмыста ағылшын тілі сабақтарында іскерлік ойындарды қолданудың тиімді жолдары қарастырылады. Қазіргі таңда білім беру жүйесінде іскерлік ойындарды студенттерді дайындауда және мектеп оқушыларын оқытуда қолданылады. Зерттеу жұмысында іскерлік ойын қызмет саласы мен белсенді оқытудың бір түрі ретінде, сондай-ақ зерттеу, практикалық мәселелерді шешу әдісі ретінде де қарастырылады.Зерттеу барысында барлық дидактикалық әдістер зерттелді: түсіндірмелі-иллюстративті, проблемалық, ішінара зерттеу, зерттеу. Зерттеудің мақсаты - іскерлік ойынды ағылшын тілін оқыту әдісі ретінде талдау.Зерттеу жұмысында іскерлік ойынның анықтамалары, іскерлік ойын ерекшеліктері, ойын барысында алынған білімді бағалау принципі негізделді.

Кілт сөздер: іскерлік ойын, білім беру технологиясы, белсенді оқыту әдісі, білім.

АННОТАЦИЯ

Диссертационная работа рассматривает применение деловых игр для обучения английского языка. В настоящее время деловые игры применяются при подготовке студентов и в системе образования школьников. Можно рассматривать деловую игру и как область деятельности, и как метод активного обучения, исследования, решения практических задач. В ходе исследования были рассмотрены все дидактические методы: объяснительно-иллюстративный, проблемное изложение, частично-поисковый, исследовательский. Целью исследования является анализ деловой игры как метода обучения для учащихся английского языка.В работе представлены определения игры как особого вида деятельности, выделены отличительные признаки деловой игры, приведен и обоснован принцип оценки знания получаемого в процессе деловой игры.

Ключевые слова: деловая игра, образовательная технология, активный метод обучения, знание.

ANNOTATION

Dissertational work deals with the use of business games in teaching English. Currently, business games are widely used for the preparation of students and schoolchildren in the educational system. Business game is regarded both as a field of activity, and as a method of active teaching, researching and solving practical problems. In the course of the study, all the didactic methods were examined: explanatory-illustrative, problematic, partially exploratory, research. The goal of the study is to analyze the business game as a method of teaching English. The research presents definitions of the game as a special kind of activity, distinctive features of business game, provides the basis for assessing the knowledge gained in the business game process.

Keywords: business game, educational technology, active teaching method, knowledge.

ÖZET

Tez çalışmasında İngiliz Dili derslerinde girişimcilik oyunlarının etkili kullanılması ile ilgili yöntemler ele alınmıştır. Günümüzde eğitim sisteminde girişimcilik oyunları öğrenciler yetiştirmede ve lise öğrencilerinin eğitiminde kullanılmaktadır. Tez araştırmasında girişimcilik oyunu meslek alanı ve öğretimin etkin bir türü olmanın yanı sıra pratik meselelerin de çözüm yöntemi olarak değerlendirilmiştir. Araştırma sırasında tüm didaktik yöntemler ele alındı: açıklamalı araştırma, problematik (sorunlu) araştırma, kısmen araştırma ve kapsamlı araştırma. Araştırmanın amacı, girişimcilik oyununu İngilizce öğretim yöntemi olarak incelemektir. Araştırmada girişimcilik oyununun tanımlamaları, girişimcilik oyununun özellikleri ve oyun sırasında elde edilen eğitimi değerlendirme ilkesi esas olarak ortaya konulmuştur.

Anahtar Kelimeler: girişimcilik oyunu, eğitim teknolojisi, etkin öğretim yöntemi, eğitim.

CONTENT

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LIST OF SYMBOLS AND ABBREVIATIONS

RK	-	Republic of Kazakhstan
ICT	-	Information and Communication Technology
USSR	-	Union of Soviet Socialist Republics
US	-	The United States
BG	-	Business Games
EFL	-	English as a Foreign Language
EBG	-	Educational Business Games
GBL	-	Game-based Learning
BSG	-	Business Simulation Games

INTRODUCTION

Thetopicalityof research based on theMessageof President Nursultan Nazarbayev to peopleof Kazakhstan, *"Kazakhstan's Way-2050: common goal, common interests, common future"* pays special attention toimproving the quality of education. *"Modernization of education system in Kazakhstan is expedient in three main directions: theoptimization of educational institutions; modernization of teaching and educational process; increaseof efficiency and accessibility of educational services,"* said in the messageof the President of the Republicof Kazakhstan Nursultan Nazarbayev [1].

The useof new innovative technologies contributes to the solution of pedagogical and methodological problems that are difficult or impossible to solve by traditional methods. Innovation is the subject of a person's special activity that is not satisfied with traditional conditions, methods and needs not only novelty of content, but qualitatively new results. Nevertheless, it should be noted that not always and not everywhere theestablishment of a new one provides positive results, not every innovation is rational, progressive, often destabilizes the functioning of the pedagogical system, and creates difficulties for teachers and their students.

Innovative teaching methods contribute to the formation of acreative styleof the future specialist's work and significantly increase motivation, depth and completeness of mastering the profession. Innovative teaching methods used in educational process includes: round tables, business games, trainings, situational tasks, master classes, creativeassignments, press conferences, scientificconferences, testing, abstracts, analytical notes, multimedia presentations, interdisciplinary research and soon.

The specialist in modern conditions should be ready for his/her specialty, with competencies not only in his/her special field, but also having social and personal competencies: theability to work in team, adapt to dynamically changing situation in the labour market, ready for further professional development, structurally related tocritics, ready for innovation, thinking and creative. Formation of such competencies among students is promoted by active teaching methods.

Therefore, teaching active methods should becalled those methods that maximize the level of students' cognitiveactivity, encourage them toactively think and practicein the process of teaching material.

It should be noted that, the majority of active teaching methods can be used as independent exercise, and beindispensableelement of other methods. For instance, a discussion is an independent method, and part of a business game, a "round table". Taking intoaccount the practical goal of teaching a foreign language, to teach how tocommunicate, the leading methodological principles should beconsidered withcommunication principle. This means that, training should be structured in the way of students'involvement in speaking (listening, speaking) and writing (reading, writing) communication. The useof active teaching methods provides a transition from information (explanatory) toactivity, development learning, which letstoreplace

themonologue methods of educational information presentation with interactive forms of communication between teachers and learners. On short time this may show the change in theknowledge quality. This type of foreign language lessons may create the opportunity for students, where theyare not bored, they are not indifferent to learning, there is no time for it, and everyoneis engaged.

Learning foreign languageincludes the following objectives: the formation of certain skills, development of certain speech skills, learning tocommunicate, development of necessary abilities and mental functions, memorization of speech material.

The use of games and game situations are included dynamic methods of teaching. Theintroduction of problematic situation in the lesson; the project method; and the useof ICT,etc. are also parts of it. The game, as a means of guaranteeing a positiveemotional state, increases the work capacity and of students' interest, which affects on the quality of mastering educational material [2].

Researchers give special importance to that active teaching methods successfully providean interactiveorientation of students' cognitiveactivity. Interactive learning is a process wherestudents share learning information in a dialogue with each other. Unlikeother types of teaching, it is focused on theinteraction of students not only with teacher, but also with each other and the dominanceof students'activity over theactivity of teacher in the learning process. Interactive teaching allows increasing the depth of understanding and effectiveness of students' learning on teaching material; provides an opportunity to develop their creativeindependence; individualizes learning [3, p. 32].

In today's global world, thereis pressing need to develop the person-oriented curriculum and teaching technologies aimed at efficient professional training of a future specialist. A traditional system of education does not provide with the necessary means of learning process activation and cognitiveactivity stimulation. Thus, interactive technologies or business games arean important part of the learning process. These types of activities also make possible to useall levels of knowledge. Among the various active methods that are used in educational practice, we want to highlight business game, as it specifically activates thinking activity of students, develops their creativeabilities of future specialists.

The topicality of business games at English lessons is that business gameacts as the form in which thecontent of new activity can be successfully mastered; it is theemotional support of theindividual, as an element of creative self-expression, manifestations of independenceand activity among peers. All this taken together gives an impetus to the self-affirmation and self-realization of matures.

Theeducational business gameis a practical lesson, modeling various aspects of professional activity of students and provides conditions for integrated useof their knowledgeof the subject for professional activity; improve their foreign language, as well as morecomplete mastery foreign languageas a means of professional communication and subject of study [4].

The purposeof the research: to identify optimal ways to effectively use of business games as a means of active teaching method on the basis of literature, experimental work, analysis from best practices.

Theobject of research: educational process of teaching English language, using business games as a method of joint activities.

The subject of research: business gameas a means and organizational form of activating students'English knowledge.

Tasks of research:

- to study ,analyzeand reveal the possibilities of using business games that modelling specific situations in modern educational process;
- toidentify thecontent, forms and methods that ensure successful learning through gaming;
- to develop and adapt business games for effective learning English language;
- tocreateacondition for thecomprehensive useof students' knowledge, and to promoteas a foreign languageacquisition.

The research methods: the study was conducted withthe main methods of scientific research using, theoretical analysis and synthesis, comparison and generalization, modeling, studying of experienceof application in teaching process. Methods of empirical research: (supervision, interviewing, questioning); System approach at carrying out of historicand pedagogicand logical analysis.

Scientific novelty and theoretical importance:

- theability to use business games in theEnglish language learning process has been identified;
- features of on students 'adaptation in the social life were defined ;
- methodological recommendations were developed toensure theeffective useof business games in teaching English;
- organizational structureof business games has been developed;
- factors affecting successful and effective business game have been identified;

The practical importanceof the thesis: the materials of research work provide the best practical way in learning English for students of higher and secondary education.

The structureof the thesis work: is due to the research's goals and objectives, their logical link, consistency and interdependenceof research stages. The work consists of introduction, twochapters, conclusion, bibliography and appendix, and is illustrated with tables, schemes and diagrams.

THEORETICAL BASES OF USING BUSINESS GAMES

1.1Business Games As one of Active Games In Teaching English Language

Thecurrent stagein education development is characterized by a number of distinctive features related to scientificand technological progress and rapid growth of educational information. In addition, recently a great deal of attention has been paid to the personality-oriented approach to learning, which ensures individualization and differentiation of education, taking intoaccount the students' abilities, their level of training and attitudes. Teaching these features and trends in theeducation system, wecan say that modern educational activity is aimed to technological natureof educational process.

In his message to the peopleof Kazakhstan *"Kazakhstan-2050 Strategy": a new political courseof the state"* the President of Republicof Kazakhstan, Nursultan Nazarbayev gives teachers tasks on the need to "Change focus and emphasis of secondary and higher education curricula, including programs for teaching practical skills and practical qualifications" [5]. To solve this problem, modern pedagogical technology offers us a widechoiceof teaching concepts, methods and technology, both traditional and innovative.

However, in order toapply them in their educational activity, teachers will need aclear and precise definition of students learning goals and age-psychological characteristics, as well as changes in education system, new trends in education.

In education, teaching technologies areconsidered as a systematic method of creating, applying and defining the whole process of teaching and learning knowledge, taking intoaccount technical and human resources and their interaction. The word "technology" translated from Greek means "*art, skill and teaching*", i.e. the term "educational technology" is understood as the unity of teaching and learning.

According toTatyana Smykovskayaand Tatyana Rudenko "*the methodology pays attention only to training, technology performs the work of teaching and teaching simultaneously, and ultimately guarantees the last result of the task"* [6, p.34]. Proceeding from this, onecan say that complex method formation has begun, which incorporates the best elements of different methods, since now the preferenceis given to the technological development of educational process. Modern educational technologies includea huge number of methods, tools and techniques, different approaches, so teachers need always to remember that the scientificand methodological basis of educational process presupposes implementation of flexibleapproaches, based on a harmonious combination of tradition and innovation. In addition, each teacher should create new methodological models that takeintoaccount the needs of the timeand areoriented towards intensification of educational process and that correspond to this subject content.

Recently, before the teachers-linguists have the following objectives: strengthening the roleof pupils' interaction and speech activity, the mental states usein educational process, the useof the training of new technical means, theintegration of different methods elements, etc. As practice shows, now thereis

nouniversal method, since theeffectiveness of a particular method depends on many factors, so we believe the development of the students' new personality traits, including skills that are not directly caused by theinstruction, and results from internal, deep integration processes, it is advisable to use developing technologies.

This research will describeoneof developing technology methods - the method of training in cooperation. A basic principleof this techniqueis the principleof activecommunication with the basein which the situation is taken of different nature (from up of social problem). These situations are realized through group work (collective work), but all of these principles are both student-oriented and most effectively implemented in a positive psychological atmosphere when all feel comfortableand arein an atmosphereof understanding and activeinteraction divided not only information, but alsoemotions.

Ideology of training in cooperation was elaborated in details by three groups of American educators: Robert Slavin from Johns Hopkins University; Robert Johnson and Daniel Johnson of Minnesota University; group Elliot Aronson from California University. The main ideaof this technology is tocreateconditions for active joint learning activities of students in different learning situations. Students are different: some quickly "grasp" all explanations of teacher, easily master lexical material, communicative skills; others need not only more time to think about the material, but alsoadditional examples, explanations [7, p.90]. These learners, as a rule, areembarrassed toask questions at all, and sometimes they just do not realize that they do not really understand, they cannot formulate the question correctly. If in such cases tocombine thechildren into small groups (3-4 participants) and give them onecommon task, stipulating the roleof each student in group in the performanceof this task, a situation arises in which oneis responsible not only for the result of his/her especially important work, but also for the whole group result. Therefore, weak students try to find out from the strong all incomprehensible questions, and strong students areinterested in ensuring that all members of the group, primarily a weak student, thoroughly understand the material. Thus, joint efforts eliminate gaps. This is the general ideaof learning in cooperation [8, p.123].

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effectively implemented in a positive psychological atmosphere when all feel comfortableand arein an atmosphereof understanding and activeinteraction divided not only information, but alsoemotions.

The method of business games is known from the 17-18[th]centuries, and the history of its emergenceis described in the literature. Business gameof this timeis defined as "military or entrepreneurial". The first mention of business game was listed as "military chess", then as "maneuvers on the map". It is interesting that in the 19[th]century the military games should serve toawaken theattention of young military personnel and reduce the difficulties in training". The military games themselves had chess as a prototype. In 1664 the so-called royal game was held, differing from chess with great realism. In 1780, "military chess" began to be used in theofficer training. Thechessboard had such a relief, it had morecells, and king represented the fortress, the queen - theinfantry. The rules were described by mathematical formulas. Since 1798 the games wereconducted on the map, where the movement of military detachments was recorded. Thus, Napoleon lost the future battles. Later dataon theadvanceof Napoleon's troops became the basis for the subsequent game formation. The games became more realisticand free [9].

Later, games were developed that model the resources redistribution in international relations. They were likea return to the salon games and contained components such as space (cell, hole, shop, and board), gameitems, and rules for manipulating and distributing information, starting position, and goal. By nature they were purely instrumental. But later they also began to beadjusted taking intoaccount the human factor. The notions of "breadth of decisions" areintroduced, depending on the "power of authority", "satisfaction of subjects". Toevaluate theconsequences of alternative solutions in such games, the mathematical apparatus of game theory is applied.

The starting point of all games development that can beconsidered as a model of cooperation and conflict is a role-playing game. Their further development, emergenceof sports, salon games is associated with a decreasein the dramaticcomponent that reflects social interaction. Since the war games, the valueof this component is beginning toincreaseagain. With the further strengthening of the dramaticcomponent, theemergenceof business games, which originated from the military, is associated. According toexperts, the method of business games in relation to production and economicactivities was first applied in Russia. In this sense, "the first games wereoriented not for educational purposes, but werecreated as a means of preparing real administrative decisions" [10].

For the first time, the useof games in theeconomic sphere was carried out in the USSR in 1932 at the Ligovsky Factory of typewriters for personnel training in conditions of developing new products. The business gameaimed at solving production problems was carried out in 1932 by Maria Mironovna Birnstein and was called "Restructuring of production in connection with a drasticchangein program production". Its participants were university students and business leaders, who played on the weekend at the factory of the "Red Weaver" factory. Free statements of

participants, many options for solving problems that have been developed during business games have made this typeof activity dangerous and incompatible with the regimeof total regulation, and their fate since 1938 has stopped for decades.

In the USSR, games began to be used again in the 1960s. About 800 games were developed, but very few of them were used. This situation was explained by the fact that many of the games considered obsolete morally, someof thoseincluded in thecatalogs did not meet the requirements set for business games, were designed without regard for psychological patterns.

In theopinion of experts, in many ways the revival of business games in Russiais related to theactivities in the middleof last century. Moscow Methodological Club, whose leader was Georgiy Shchedrovitskiy. Theideas and methods developed by Georgiy Shchedrovitskiy formed the basis for great practical work of his supporters and students, who proclaimed a new eraof games called "organizational and activity games". Thecombination of rigidly structured activities with the strongest pressureon the personality of each participant gave unprecedented results: options were developed for the development of situations with a high degreeof uncertainty. The method was used as a means of solving complex inter-professional complex problems. Theconcept of Shchedrovitsky was an organic part of the totalitarian consciousness and totalitarian society. Its main features were:
• understanding as acustomer is not a participant in the game, but a stateor corporation;
• orientation is not on theinterests of the participant (personal development, solving their problems, training), but to solve the problems of thecustomer;
• Orientation as a sourceof financing not to thecontracting partner, but to theclient owner (state, corporation), which paid for theoperation of the participant to solveits tasks;
• Strongest pressureon the participant, leading toan intensification of his mental processes in theinterests of thecustomer with inevitableconsequences in the form of depressions or serious mental shifts.

Another important event that served as the revival and active propagation of business games was the school "Business games and their software", held in 1975 in Zvenigorod, near Moscow, at theinitiativeof theCentral EconomicInstituteof the USSR Academy of Sciences and theEconomics Faculty of Moscow State University. This school played an important rolein the Soviet in gaming. Since the Zvenigorod meeting, Soviet business games began to develop very intensively. To thecore began to join the staff of numerous universities and scientificinstitutions. Began toappear not only all new and new business games, but also theoretical works. There wereimitating games not only on economic, but alsoon other topics, for example, biological, medical, and architectural.

So, in 1970 years - this is the time to popularize the business gameas a method of active learning.
1970-1980 - the timeof the surgeof business games; different in methodology and method of conducting. In this period there were whole schools of educational games:

the Tallinn School of Vladislav Tarassov, role games in training, business games in education, etc.

In 1980 years - this is, on theone hand, theescalation of the business game, when the games began to be widely used in various branches of the national economy and replicated in special methodological literature, and on theother hand, their professionalization, when various gamecultures for the training of managers began to develop.

In the period of economic reforms (1980-1990) the useof the gaming approach to solve serious problems begins.Abroad, the first business games were developed and conducted in the middleof last century in the USA. The first games were used primarily for training economics students and future managers of companies. The first machine gameof theAmerican firm "Rand Corporation", intended for officers of the logistic support serviceof the US military air fleet, was developed in 1955. And although it was military, its problems wereof an economic nature, since the game simulated the management of the supply of spare parts The US air bases are deployed around the world.

The search for new forms of training pushed American scientists, representing the firm American Management Association, to the development of a management game with computer use. The first experiment with this game was conducted in 1956 (it was attended by 20 presidents of prestigiescompanies), and subsequently this development served as a prototypeof a variety of business games [11].

We see that many foreign and Kazakhstani researchers have dealt with this problem, including Jan Klabbers (Netherlands), Denis Meadows, Fred Goodman (USA), Lyudmila Kryukova (Russia), and others.

Most of them view gaming modeling as a unique method that helps participators learn and discuss problems, highlight options, and facilitate theimplementation of changes in acomplex environment. Professor Richard Duke, for example, views games as the languageof the future. At oneof theAll-Union Seminars "Business Games" and their software, J. Klabbers (Netherlands) madea very important observation about the problems of transplanting games reflecting acertain administrativeculturein a different cultural milieu. This idea was picked up and developed by Dorin de Tomb (Netherlands) and D. Kavtaradze (Russia), saying that it becomes clear that old models based on previous situations can no longer function, games must be rebuilt taking intoaccount new business conditions [12, p. 192].

In current days, the practiceof business games in the world is very popular. Particularly actively business games are used in higher education; many universities areinnovators in the methodology of teaching business games. New manuals, catalogs and handbooks on business games are published, regular schools and seminars are held. TheInternational Association for Simulation Modeling and Business Games has been established. Kazakhstani scientists arealsoengaged in carrying out business games. Well-known of them are scientificarticles and researches as *Business Games at Social Disciplines* by G.Razbekova, published in Journal of Qazaqstan Kassipkeri" in 2010 N5, p. 28-30. Then, *Business games in Management course: Connection and*

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In the process of learning new pedagogical technologies the teaching tasks havea new nature:
- Knowledgeof topical issues of educational activity;
- Development of modified training programs;
- Development of educational model;
- Determinecontent of educational projects;
- Creating a level-based exerciseof learning new material;

Introduction of the new technology plays a decisive rolein theintelligenceand integrity of the teaching staff, thecreative search, and knowledgeof the students. Currently, several innovative technologies are widely used in theeducational process:

Students should be moreactivein any areaof the world, able to further improve their education, perform services demanded in the labour market and master new technologies. Theinteractive teaching methods that arein the learning process also haveimpact on the growth of students' activity. When applying this method, students rely on their own experience, personal experience, and knowledge. The progressive development of scientificand technical progress demand innovativeapproach as well as the modern requirements for the training of specialists. Obviously, training of acompetitive specialist in the labour market, which comes from the society interests, is the main featureof any university. At the same time, professors teaching staff havea great responsibility. Students need to be trained according to world educational standards. Changes in new direction of professional training requirecreative search and mobility. The scientificand methodological basis of the replacement of the traditional educational-oriented typeof education intoacompetent-oriented typeof education is worthy of note. Here the lesson is divided into five parts, depending on thecontent of the subject and the specialty: self-improvement, competence, communicativecompetence, adaptability and skills, knowledge. Innovative teaching technology is a uniqueexampleof scientificand pedagogical activity. It is necessary to mobilize theexperienceof the professional staff to master theinnovative learning technologies. That is, the teacher should combine his/her professional profession with pedagogical skills and creativity and build up business skills. Every teacher develops self-development and self-assessment in the development of modern innovative technologies. Students need toadapt toany situation and educate them to useinnovative, innovativeapproaches. In order to require such training from trainees, it is necessary toidentify the most important indicators [13, p.144-146].

We believe that fluctuations in number of lessons in each moduleareeffective from five to nine, since the vocabulary coverage should be small enough to berepeated and reflect on the subject. Oneof the prerequisites for modular training

technology is theorganization of training in the form of gaming and various forms of active learning. Today, the gameis considered oneof the most effective ways of learning. It influences the formation of natural lingual communication in the lesson, involves students' involvement in the learning process, stimulates them, and creates interest in the subject. Training in modular training is alsoimportant in business education. Students analyze various problems and seek ways to solve them. These sessions develop students' logical thinking, increase their interest in the subject, and overcome the difficulties they facein life. Games haveindividual requirements for themselves. They are the goal of the game, with clear and necessary visions and materials to be prepared in advance;

- The rules of the game should beeasy, simpleand small to understand the reader;
- It is necessary toensure full participation of students in the game;
- In thecourseof the game the teacher should not only supervise the full
- participation of children, but alsoallow them to make decisions in the game. In order to havea good understanding of the psychologist's affirmation, targeted students need to beaccepted, which is the driving force to becomeacause. To this end, psychologists point out ways toachieve goals [14, p.7].

Elena Kryukova subdivides educational games into situational, roleand business ones. Uniteall these games, theauthor emphasizes, is that they are personally oriented. The person who was moreoriginal wins, managed to present her/him in a new role, convinced the majority of thecorrectness of their views. Thereare three functions in the game: teaching, developing and educational. Demand for motivational, critical, self-fulfilling, autonomous, semanticand other personal functions.

According to the purposes and tasks of teaching, the games used in foreign languageclasses can be divided into linguisticand speech.
Language games help toassimilate various aspects of the language (for example, phonetics, grammar) and are divided into phonetic, lexical, and grammatical and soon. However, it is important toemphasize that the proposed division is sufficiently conditional, sinceaspects in the languageareclosely interrelated.

Business games are, in part, aimed at building communication skills in a business setting, in acompany, in an enterprise. At the same time, this kind of games is aimed at teaching, aboveall, dialogical speech in thecontext of everyday communication.
Business gameis an effective method of learning a foreign language, the main purposeof which is to form acomplex of knowledgeand skills for developing a strategy and tactics of professional communication. Characteristic features of the role-playing business gameare:
a) Simulation modeling, allowing torecreate the real situation, in which students appear as bearers of specific social and professional roles;

b) Presenceof situations and types of business interaction, which is usually contained in the game scenarioand roleassignments, which allow combining foreign languageinstruction with professional activities;

c) Realization of the goals of the gamein achain of interrelated solutions;

d) Problematic natureof situations and their repeatability;

e) Multi-alternative solutions [15].

Thereare two sets of goals that can be "laid" in a business game - playing and educational; the latter, in turn, are subdivided into didactic (purposeof development) and educational (goals of social development of theindividual, which include the professional orientation of students) [16].

The meaning of the business game phenomenon in a generalized form is fixed in psychological dictionaries, for example: "Business gameis a form of recreating the subject and social content of professional activity, modeling the systems of relations characteristic for this typeof practice [17].

To this definition it is necessary toadd that, as a means of modeling the diverseconditions of professional activity, aspects of human activity and social interaction, the business gamealsoacts as a "method of searching for new ways toimplement it", and "effective teaching method, sinceit removes contradictions between theabstract natureof the subject and the real natureof professional activity" [18].

Theeducational function of the business gameis very significant, because the "business gameallows you to specify in the subject training and social contexts of their future professional activity and thus simulate more than adequatecompared to traditional learning conditions of formation of professional identity"[19].

In a business game, "the training of participants takes placein the process of joint activities. In this case, each solves its own particular task in accordance with its roleand function. Communication in a business gameis not just communication in the process of joint mastering of knowledge, but the first thing is communication, imitating, reproducing communication of peoplein the process of real activity being studied. Business gameis not just a joint training; it is the training of joint activities, skills and cooperation skills" [20].

The business gameoriginated as a tool for finding managerial decisions in theconditions of uncertainty and multifactoriness. Now they are used in theeducational process as a pedagogical technology, or oneof the methods of active learning, in theconduct of socio-psychological training and in production to solve production, social and psychological problems. In all cases, thereis "dimensionality of the business game" and not only play or professional tasks are being solved, but at the same time thereis training and education of participants [21].

The gaming is a method of effective learning, as it removes thecontradictions between theabstract natureof the subject and the real natureof the professional activity.

Business is considered to bea limited activity in spaceand time tocreatea new relationship (new experience) to the subject of study (research).

Management of business gameis a psychological and didactic system that is based on the following principles that ensure theoptimal interaction of the participants in the game: cooperation, reliability, management of theemotional and intellectual background of the work of the group, thecoincidenceof evaluations, and permanent management of the business game, compulsory [22].

Business gameas the method of active learning

Traditionally, business gameis considered to bea number of methods of active learning. The field of application of business games as a special teaching method is quite wide: economics, management, pedagogy, psychology, engineering disciplines, ecology, medicine, history, geography, etc.

Let's designate the specifics of the business game, fixing the placeof this method in relation toother methods of active learning, and showing its differences from traditional methods of training (this will be discussed in the next section).

To typify the methods of active learning, two main criteriaare usually used:

- Presenceof an imitation model of the process under study, work activity;

- Presenceof roles.

Thus, they distinguish between non-imitativeand imitation methods of teaching, and in the framework of the latter they distinguish between gameand non-game methods. As follows from the table below, the business gameis an imitative gaming method of active learning [23].

It is alsoimportant to note that a business gameis alsoacollective method of training. "In business games, decisions are developed collectively, collectiveopinion is formed when protecting decisions of their own group, as well as when criticizing the decisions of other groups" [24, p. 4].

A business gameis acomplicated method of teaching, sinceit can includea whole rangeof active learning methods, for example: discussion, brainstorming, case studies, instruction actions, parsing, etc.

Currently, the world uses more than 2000 business games, of which only in Russiaand the United States - more than 1200. Business games are spread and implemented in England, Canada, Japan, France, Germany, Poland, etc. Thereare dataon theapplication in East Germany about 600 business games. Today in the US education, sociograms are developed as role-playing games, the purposeof which is to learn to navigatein life situations, to help understand the motives and feelings of other people, and tocreatean experienceof socially oriented behaviour.

In universities, colleges, business schools and largeindustrial companies in the United States, Canada, an imitation-gameapproach for modeling various fields of professional activity. This approach is assessed by modern foreign researchers.

At the present time, a business gamecan beconsidered both a field of activity of scientificand technical knowledge, and as an imitation experiment, as a method of teaching, research, and solving practical problems. However, all this variety is not sufficiently represented in theexisting definitions of the business game.

Thereare several definitions that reflect possible functions of a business game:
Business game is training, designed to develop the quality and skills required in the process of work, and to get acquainted with the real production situations; a business gameis an analysis of a situation in which a reverse link and a time factor areincluded;

Business game isa device for theprocesses reproduction of economicinterests co-ordination;
a business gameis a group exercise to develop solutions in artificially created conditions that simulatea real production environment;

Management simulation gameis an imitation model of theorganization's functioning;

Simulation gameisa game that is an imitation model that is designed to study the functioning of organizational and economic systems;

Business game isimitation, modeling, simplified reproduction of a real economic, managerial or other situation in a game form.

Business game, each participant plays a role, performs actions similar to people's behaviour in life, but taking intoaccount theaccepted rules of the game. Business games are used as a method and means of practical training for theeconomy, business, serveas a means of cognizing the norms of economic behavior, mastering the processes of making economic decisions, and form the typeof thinking.

Business games are widely used in different areas:

- economics;
- politics;
- sociology;
- ecology;
- administration;
- education, etc.

It follows from what has been said above, at thecoreof the business gameis an imitation model, but this model is realized. From the psychological point of view, the simulation model can beconsidered as a predetermined (in a specific material form) orientation structureof the reproduced activity.

Game organizersconduct much work.And only after revealing the hidden mechanisms, the springs that determine the "laws" (*rules*) of the functioning and development of an activity, presenting this or that region or problem to be studied as a self-functioning system, a developer can construct a business game. Organized on the basis of arelated simulation model, the gameallows you to specify a rigid system of rules, theconsideration of which leads the player to the need to reflect the gameas a whole, that is, toassimilate theorientation structureof reproduced activity [25].

Despitetheabundanceof game types, thereis a lack of clear shared definitions and terminology among scholars and educators, which has led to "terminological ambiguity" (Klabbers, 2009).Nevertheless, the need for shared terminology remains, when discussing the different forms of games and simulations in higher

education.Although academics and game developers may use varying taxonomy tocategorise games, the majority broadly agreeon the following seven genres (Gros,2007):

1. Action games: response - based video games.
2. Adventure games: the player solves to progress through levels within a virtual world.
3. Fighting games: theseinvolve fighting with computer- controlled characters or thosecontrolled by other players.
4. Role-playing games: players assume the roles of fictional characters.
5. Business simulation games: games modelled after natural or man-made systems or phenomena, in which players have toachieve pre-specified goals.
6. Sport games: theseare based on different kinds of sports.
7. Strategy games: these recreate historical scenes or fictional scenarios, in which players must devisean appropriate strategy toachieve the goal.

Business simulation games createa scenario-based environment, where students interact toapply previous knowledgeand practical skills to real- world problems, alsoallowing teachers to reach their own goals, as well (Andreu Andres and Garcia-Casas, 2011; GarciaCarbonell and Watts, 2012; Angelini,2015). During scenario-based training, the players acquires important skills, such as interpersonal communication, teamwork, leadership, decision-making, task prioritizingand stress management (Flanagan,2004).The practical scenario may becarried out individually or within a team (Robertson, 2009), leading tocollaboration and knowledge sharing [26].

Today, one of the most effective forms of training specialists becomes business games and lessons with specific business situation. Game has been known sinceancient times as a way of testing knowledgeand skills toapply them in practice.Games allow you to model typical production situations, during which participants conduct intense mental work, collectively search for optimal solutions, using theoretical knowledgeand own practical experience.This form allows you to use theoldest form of training and education of the younger generation by the method of play.It allows you toconnect knowledge from the prerequisiteof action in theactionsthemselves.

Business games, developed in specific situations, introduce students into the sphereof production activity, develop their ability toacritical assessment of thecurrent production, to theability to find a solution for its improvement and area powerful incentive tointensify independent work of students toacquire professional knowledgeand skills. Practical skillsacquired in the process of business games allow the young specialist toavoid mistakes that are possiblein the transition to self-work activity.

Business gameis a method of imitating the decision-making of executives or specialists in various production situations, carried out according to specified rules by a group of peopleor a person with a personal computer in an interactive mode, in the presenceof conflict situations or information uncertainty [27].Business gameis

acomplex teaching method, in which students first consider the decision-making process [28].

Toidentify theessenceof concept it is necessary toconsider the theoretical basis. Basicattributes of business games:

The game simulates this or that aspect of purposeful human activity.

Participants in the game receive roles that determine the differencein their interests and motivations in the game.

Gaming is governed by the system rules.The gameis conditional.

Thecontour of the game regulation consists of the following blocks: conceptual, scenario, scenic, stage, block of criticism, reflection, the judiciary and theinformation supply unit [29].

Goals of using business games:
• formation of cognitiveand professional motives and interests;
• education of the specialist's system thinking, including a holistic understanding not only of natureand society, but of himself /herself, his/her placein the world;
• transfer of a holistic view of professional activity and its large fragments taking intoaccount emotional and personal perception;
• training of collective mental and practical work, formation of abilities and skills of social interaction and communication, skills of individual and joint decision-making;
• education of responsibleattitude to business, respect for social values and attitudes tocollectiveand society as a whole;
• training in modeling methods.

Next, consider theclassification of business games.For today in the literatureexists a wide variety of typologies and classifications of business games.We giveexamples of someof them."Depending on what typeof human practiceis recreated in the gameand what are the goals of the participants, business games are distinguished as educational, research, management, and attestation."

In addition to this typology, which is based on criteria such as practiceand goals, researchers alsoidentify criteria such as timing, outcome, methodology, etc. For example, theclassification of L.V.Yezhova's business games:
1. Staging games at times:
   • no time limit;
   • with time limitation;
   • games that take placein real time;
   • games where timeisshort;

2. By activity evaluation:
   • scoring or other evaluation of the player's activity or team;
   • Evaluation of individuals' work is not available.
3. On the final result:
   • Hard games - an answer is known in advance (for example, a network

schedule), thereare strict rules;

• Free, open games - thereis no known answer in advance, the rules areinvented for each games, the participants work on solving the unstructured task;

4. For the ultimate goal:

• training - aimed at theemergenceof newknowledgeandconsolidation of participants' skills;

• ascertaining - competitions of professional skill;

• searching - areaimed at identifying problems and finding ways to solve them.

5.   According to methodology:

• moon games - any salon game (chess, "Monopoly"). The game takes placeon a specially organized field, with strict rules, the results are recorded on the forms; Role-playing games - each participant has either acertain task, or acertain role, which he/she must fulfill in accordance with the task;

• Group discussions - are related to the development of meetings or theacquisition of group work skills. Participants haveindividual tasks, thereare rules for conducting discussions (for example, the game "Shipwreck");

imitation - have the purpose tocreatea representation for the participants of how they should act in certain conditions ("Sales" - for training sales managers, etc.) organizationaland activity games (GP Shchedrovitsky) - do not have strict rules, participants do not have roles, games areaimed at solving interdisciplinary problems. Activation of participants' work is due to hard pressureon theindividual;

- Innovative games (V.S. Dudchenko) - form innovative thinking of participants,
- put forward innovativeideas in the traditional system actions, work out models of real, desired, ideal situations, include training of self-organization;
- ensemble games (YD Krasovsky) - form the management thinking of the participants, areaimed at solving specific problems of theenterprise by method of organizing business partnership cooperation of teams consisting of service managers.

Educational business games are used as functions of:

• degreeof formalization of the procedure ("hard" and "free" games);

• presenceor absenceof conflict in the scenario (business games in cooperative situations, conflict situations with lax rivalry, in conflict situations with strict rivalry);

• The level of problematicity ("the first level involves finding and posing problems that need to be resolved when analyzing a specific game situation," the second level "is characterized by theinvolvement of students in co-reflection, in an active search for ways and means to solve the problems posed issues ";

• degreeof students' participation in the preparation of business games (games with and without home preparation);

• the duration of the procedureof the game (mini-games lasting several minutes, games lasting several days), etc.

the natureof simulated situations (playing with an opponent, with nature, playing a game);

• The natureof the game process: games with interaction of participants and without interaction;

• a way of transferring and processing information (using texts, computers, etc.);

• Dynamics of simulated processes (games with a limited number of moves, with unlimited, self-developing);

• The thematic focus and natureof the problems being addressed ("thematic games, focused on making decisions on narrow issues"; "Functional games in which theimplementation of certain functions or management procedures is simulated"; "Games arecomplex, modeling thecontrol of a particular object or process as a whole" [30, p.5].

Business games increase knowledge level of students, develop their independent thinking, help deeper mastery of the theory, and develop skills and ability toapply theacquired knowledgein practice.Theeffectiveness of a business game depends on a lot, including on the mood and willingness to participatein the gameof students, experienceand professionalism of the teacher, interest of the participants in the game to the proposed topic.

Thecontent of theeducational process is largely determined by the social order.The society, developing, dictates the urgent need for training specialists whocan bein demand in new socio-economicconditions. Modern society makes very high demands for learning English. In the new conditions, a higher school should ensure the training of highly qualified specialists capableof solving required level tasks.

The useof active teachingforms in teaching English is due toa number of reasons: first, students must not only gain certain knowledge, but also beable toapply them in a specific practical situation. Such forms of educational process as "business games", "round tables" activate theeducational process.They promoteactiveinteraction of students and teachers.Business games increase the level of knowledgeof students, develop their independent thinking, help deeper toassimilate theory, develop skills and ability toapply theacquired knowledgein practice.Theeffectiveness of a business game depends on a lot, including on the mood and willingness to participatein the gameof students, experienceand professionalism of the teacher; interest of participants in the game to the proposed theme [31, p.143-144].

Conducting business games involves significant organizational work, which can be divided into three stages: preparatory, conducting a business game, final.

The preparatory stageincludes the writing of a business game scenario, the preparation of work place.At theimplementation stage, the teacher determines

purpose, roles and role relationships of participants, clarifies the tasks of each participant, and gives the task of evaluating the results of a business gameof an unoccupied part of students group.When conducting a business game, the teacher directs the participants, removes them from theimpasse, creates new problem situations, and changes the direction of the game.Conducting a business gameincludes discussion in general plan of the whole structureof the gameand its individual elements.At theevaluation stage, the teacher listens to theopinion of the "expert group" who followed the game but did not participatein it: whether the goals of the game wereachieved or not, what other moreeffective ways of achieving the same goals were possible. Further, experts, consultants and the teacher discuss the results of the game, noting its positiveand negativeaspects.The most favorable moment for the useof educational games is the final stageof university education, since senior students already have sufficient knowledgeand areable to work independently.The specialization of training opens up new opportunities in planning and theorganization of problem situations in solving learning problems.Thereis an opportunity to build educational games with the modeling of the search for solving complex problems by students of various specialties. Such games require theestablishment of intersubjectivecommunications, the study of real inter-industry relations [31, p.144-145].

Thereare several recommendations for developers and users of business games.
1. Business games should be used only where they are really needed. It is theacquisition of a holisticexperienceof future professional activity, deployed in timeand space.
2. To develop the game should beapproached systematically and takeintoaccount its impact on other types of work with students, as well as the reaction of other teachers, which may beinadequate.
3. In the business game, we need the subject and social competenceof the participants, so we should start preparing for business games with analysis specific production situations and role-playing. It is also necessary to form acultureof discussion among students before the game.
4. Structural components of business games should combinein such a way that it does become neither a simulator, nor a gameof chance. Theideaof rational methods of implementation is necessary gamecontext in the structural elements of business games.
5. The game should be based on the principles of self-regulation. The teacher acts before the game, before the beginning of the teaching, at theend and in theanalysis of the game, that requires a lot of preparatory work, theoretical and practical skills of designing business games.
6. The modeof work of students in the process of business games does not fit into the framework of traditional behavior in theclassroom and must be subordinated to the logicof the simulated production process.

7. In the university, compact business games are most suitable, designed for 4 hours of practical training. They are better spent on the last hours the last day of the school week, given theemotional charge [32].

Thus, in thecourseof a business game, students not only consolidate the material they have passed, but also receiveoral communication skills with their futurecolleagues, develop confidencein themselves and their forces, get the notion that in most real situations thereis no single right decision. In game forms, the main factor of learning is realized - cognitiveactivity, as well as communication, dialogue. They increase thecreative potential of students, improve self-management skills and self-esteem, expand the worldview, and this is the way toa deeper understanding and assimilation of theeducational material and further success in the formation of specialists of a new generation.

1.2
PSYCHOLOGICALANDPEDAGOGICALPRINCIPLESOFBUSINESSGAME

Psychological theory of activity within the framework of A.S. Vygotsky and A.N. Leontiev distinguishes three main types of human activity: work, game playing and training. All these species areclosely interrelated.Analysis of psychological and educational literatureon the theory of theemergenceof the gameas a wholeallows us to present the rangeof its purpose for the development and self-realization of students.German psychologist C. Gross calls the gamean elementary school of behaviour.For him, no matter what external or internal factors are motivated games,their meaning is precisely to becomea school of life for students.From an educational point of view,D.N.Kavtaradze makes sure that "games area way of group dialogical research of the reality possibilities in thecontext of personal interests" [33].

In educational practice, games are distinguished as didactic, imitative, problematic, situational, role-playing, business games [34].To these games theconcept "educational game" is applicable.Theeducational gameas a special kind of activity aimed at assimilation of certain knowledgeand skills is a means of teaching, the main pedagogical meaning and purposeof which is tocreateconditions for the self-development of the students' personality.

E.A. Kryukova subdivides educational games into situational, role-playing and business ones.Theauthor emphasizes that they are personally oriented.The winner is a person whois moreoriginal, managed to present herself/himself in a new role, and convinced the majority in correctness of their views. Threefunctions are manifested: teaching, developing and educational.

According tothe purposes and tasks of teaching, games in foreign languageclasses can be divided into linguisticand speech [35].

Linguistic games help toassimilate various aspects of the language (for example, phonetics, grammar) and are divided into phonetic, lexical, and grammatical and soon.However, it is important toemphasize that the proposed division is sufficiently conditional, becauseaspects in the languageareclosely interrelated.

Business games areaimed at developing communication skills in a business setting, in acompany, in an enterprise.At the same time, these kinds of games areaimed at teaching, first of all, dialogical speech in thecontext of everyday communication [34].

Business gameis an effective method of learning a foreign language, the main purposeof which is to form acomplex of knowledgeand skills for developing astrategy and tactics of professional communication.Characteristic features of the role-playing business gameare [36]:
- Simulation modelling, allowing to recreate the real situation, in which students appear as bearers of specific social and professional roles;
- theexistenceof situations and types of businessinteraction, which is usually contained in the game scenarioand in roleassignments, which allow combining foreign languageinstruction with professional activities;

- the realization of gamegoals in achain of interrelated solutions;
- the problematic natureof situations and their repeatability;
- multialternative solutions.

The main advantageof any business gameis that in reality the real situations are reproduced for educational purposes. Grishenkova G.A. [37] writes that the material isassimilated in a professionally meaningful context, while the languageacts as an "instrument of professional communication", but serves as the solution of a mental problem.

Thereare two sets of goals that can be "laid" in a business game - role-playing and pedagogical; the latter, in its turn is divided into didactic (purposeof development) and educational (goals of social development of theindividual, which include students' professional orientation) [38].

Activity is motivated by a whole set of motives - internal and external.Cognitive-communicative need of the student appears as an internal motivein speech activity, found itself in the subject of activity - its semantic, objectivecontent [39]. In this regard, the teacher first has the task of creating, maintaining and enhancing theinternal motivation for learning to speak in a foreign language.The fulfillment of this task presupposes thecreation of a situation that stimulates theemergenceand development of thecommunicative-cognitive need of the student toexpress or adopt an ideain the target language for some specific purpose.

«The thought itself is born not from another thought, but from the motivating sphereof our consciousness that embraces our desireand needs, our interests and motivations, our affects and emotions. Behind this thought is an affectiveand volitional tendency. Only shecan answer for the last "why" in theanalysis of thinking, » wrote L.S. Vygotsky [38].

Analyzing the features of speech activity, A.A. Leontev especially emphasizes the point that «every singleact of activity begins with a motiveand plan and ends with the result, theachievement of the goal set out in the beginning; in the middle lies a dynamic system of concreteactions and operations aimed at this achievement.»

In a business game, various types of motivation areintertwined in acomplex way: productive, social and professional motivation, as well as motivation for achievement. Depending on what kind of motives make up thecoreof the system of motivation, theappropriate typeof personality will be formed [38].

Purely playful goals refer to those that determine the motivation for achieving, theorientation of students to the result, and not to the process of academic work, can lead to the formation of competitiveinclinations of theindividual. Such goals can beconstructively specified in the gamein the form of the number of points or points that make up the «winning» or «losing»of a player or team, theintermediateor final results of the work in their quantitativeexpression. This method of setting game goals is widely used in business games; even sometimes,it is declared theonly "motor" of the game.

The useof theactive teaching method is typical for theolder stageof education at school (grades 8-11), because thinking of high school students represents final

stageof maturity, on theone hand, detailed, and on theother hand, binding, generalizing, capableof working systematically and according to the rules.A high school student is distinguished by a relatively high cultural level and an outlook, a high degreeof cognitive-logical behavior, determined tendencies and interests, independence, theability toconcentrate, and negativeattitude toward mechanical methods of fixation.

A distinctive featureof communicative, role-playing business games and their advantageover other types of work aimed at the development of oral communication.Speech activity is viewed in a social context, taking intoaccount the topicof conversation, relations between communication partners, placeand timeactions, taking intoaccount preliminary knowledgeabout one's interlocutor and soon, which contributes to bringing the learning process closer to real life [37].
Pedagogical goals are divided into didacticand educational.
Didactic goals include [39]:
- consolidation of the knowledge system in the field of designing a business game;
- development of system skills in the design and methodical description of the game;
- exchangeof experiencein creating a business game;
- improving the skills in making collective decisions;
- developingcommunication skills of all kinds.
- Educational goals are:
- generation of creative thinking;
- development of an installation for practical use
- educationof individual styleof behaviour in the process of interaction with people.

Game goals are to develop options for the project of business gameand demonstrate the developing ways tocreatea gamecontext.The preparatory stageincludes the preliminary work of the teacher and students. The teacher's training includes:
- choiceof topicand formulation of the problem;
- selection and repetition of the necessary language facilities;
- specification of the parameters of the situation: time, place, number of participants, degreeof officiality; status features: rolecharacteristics of thecharacters; speech intentions: request for information, expression of agreement and disagreement, argumentation of one's own opinion;
- preparation of gameattributes: visual aids, cards, sample letters;
- clarification of the game goals and the planned final result;

Preparing students for the gamecan last from several minutes to several days and in final [37]:
- search for additional dataon the topicor study of handouts;
- speech repetition formulaeand vocabulary on the topic.

The gamecan beone-timeand reusable, so-called big game: several games, each of which is conducted in one lesson, also they areconnected by a single story; and it is possible wherea big gameis played. For such kind of gameeveryone gets (chooses) a permanent role.If the game requires that everyone gets own "legend" - biographical characterological information that determines the behaviour of a person in the game (this techniqueis perfectly described in the book of G.A. Kitaygorodskaya) [40].Professional games can becombined with roles and its types, for example, not a doctor and a patient, but an adamant doctor and a moody patient.The situation indicates theconditions for the performanceof an action, describes theactions to be performed, and the task to beaccomplished.Theaction and task can be simpleor difficult toaccomplish, so thecommunication of partners will beeither simple, or difficult in content, and in the useof language forms. The game must be well - organized, so that the learning process of a new material or consolidating process of already studied one must be moreeffective. Teacher informs the task and the rules of the game, shows a sample for performing the gameactions.Sometimes heappoints supervisors, if it is required in thecourseof the game.

The teacher's guide should beas far as possible mediated.This allows students to show their independence, initiation, to feel freedom of action more, and the game will be moreeffectiveand purposeful.

Sometimes during thegame, the teacher has toinclude some phrases and expressions using a translation or a game situation.However, not everything needs to beinterpreted, interrupting the game.Before starting the game, the teacher informs, on what material it will beconducted, sometimes warns about possible difficulties, with the help of control questions, clarifying students' understanding of the material on which the gameis built.

Correctly organized business game provokes, pushes the learner to makeindependent creative decisions.

Based on theabove features of educational business game, wecan say that it implements the following psychological and pedagogical principles [41]:
1. The principleof simulation modelingon specificconditions and production dynamics gamemodelingin thecontent of specialists' professional activities.
   Thus, educational business gameis acomplex sign substitution of tworealities production processes («sign of the professional environment») and thecontent of professional work («sign of professional activity»). In accordance with this principle, the game developer must create both an imitation production model and a game model of the professional activity of the peopleemployed in it. The deployment of these two models in a liveeducational process creates theobjectiveand social contexts for assimilating a new one.
2. The problematiccontent principleof educational business gameand the process of its deployment in the students' cognitiveactivity.
3. Participants' joint activity principlein thecontext of roleinteraction, separation and integration of the production functions of specialists simulated in the game.

4. Dialogical communication principleand interaction of partners in the gameas a necessary condition for the solution of educational tasks, preparation and adoption of coordinated decisions, development of cognitiveactivity.
5. Duality principleof educational gameactivities - achievement of game goals serves as a means of realizing the goals in the development of specialist's personality, and the goals for teaching a foreign languageand education.
   The first and the simplest thing that a game developer can dois to set the system of goals, which anyway acquires acertain meaning for the student and thereby becomes the motiveof theactivity.

Implementation of the psychological and pedagogical principles of business gamein the process of its development

The development of a business game begins with thecreation of two models - simulation and gaming, which will be built intoits scenario. Thus, the first principleof business gameis implemented at the beginning stageof its development. The simulation model is embodied in the following structural components: aims, object of the game, graphic model of participants' interaction, and assessment system. Components of the game model - the scenario, rules, aims, roles and functions of players. Problematic principle lies at the heart of thecontent of the gameand is laid in a system of problem - based learning tasks presented in the form of a description of specific production situations or tasks. They can contain implicit alternatives, contradictions, redundant or incorrect data, and requirements to transform the situation in accordance with morecomplex or simpler criteria, in order to find missing information, and soon.The problematiccontent is an objective prerequisite for independent thinking of each participant in the game. This is «tool" for development of theoretical and practical thinking of a specialist. In a business game, instead of transferring information from a teacher toa student in a joint activity and dialogical communication of its participants, conditions arecreated for the generation of knowledge, which nooneindividually can get. The non-uniqueness of thecontent interpretation of the game generates discussion by everyone, becauseof which the gaming team successfully resolves theeducational problem within the framework of the simulation model.

Three following principles - joint activity, dialogiccommunication and duality - are subordinated to the principleof gamemodeling. The principleof roleinteraction in joint activity sets the developer or presenter the requirement to select and specify roles, to determine the powers, resources, interests of "officials". All this should be reproduced by an appropriate set of methodical and psychological conditions for joint or individual decision-making. Business gameis the work of twoor more people. Theprocess of the gameis possibleonly if thereare several participants whoenter intocommunication and interaction.

The principleof dialogiccommunication is a necessary condition of the game. Each participant in accordance with the roleexpresses his/her point of view, his /her attitude toall problems of BG. In the dialogue, the process of thinking is born. Its

occurrenceis due to the presenceof acontradiction or problem included in the game. The task of the developer and the facilitator is tocreateoptimal didacticconditions for theemergenceof a dialogue that grows intoa polylogue, a discussion.

The principleof duality obliges the developer to put into the game such situations in which its participants could act consciously and at any moment realize that they act both as executors of role playing and as future production workers.The game situation makes it possible not to beafraid of mistakes, to beintellectually liberated and toactivate thecreative potential of theindividual. Depending on theobjectives of the game, you can vary gameand pedagogical goals, enhancing game, educational or professional aspects. Everything depends on theintention, the real situation. The main thing is that the gameconditions are transformed in the minds of students and becomestimulus for theactivity of the real goals of education and upbringing. Theeffectiveness of business gameis provided through the balanceof real and conditional components. Then the learning situation is realized in two ways, and this duality maximally works to solveeducational and upbringing problems.

It should be noted the socializing function of business gameespecially. This is a school of collective relations. Theactivity of the participants has social importance, and the success of thecommon cause depends on it. Participants in the game becomeaconcrete social mechanism, acarrier of production relations that are formed in thecollective team.

Business games have their advantages and disadvantages and certain areas of application. Business gameas a form of contextual learning should bechosen primarily for the solution of the following pedagogical tasks:
- the formation of a holistic view of profession and its dynamics;
- acquisition of professional problem and social experience, including individual and collective decisions;
- development of theoretical and practical thinking in the professional sphere;
- the formation of cognitive motivation, the provision of conditions for theemergenceof professional motivation.

Thus, not any content of professional activity is suitable for game modeling, but only that which contains a problem and cannot be learned individually. (Let's remember the favouriteexpression of production workers, addressed to young specialists: «Forget everything that you were taught at theinstitute!») The very subject of the game, likea ball or puck, should play with «playing».

How toconduct a business game? Business gamecan beconducted before the presentation of the lecture material toidentify gaps in knowledge, when their basis is only personal experience, or after a lecturecourse toconsolidateand actualizeknowledgeintoexperience. It is also possible toorganize theentireeducational process on the basis of across-cutting business game. In the latter case, the dynamics of interest is determined by the dynamics of thechangeof traditional and business forms of conducting classes that fully reproduce the process of future professional activity.

Thecreativeactivity of the personality in the business gameis stimulated by the fact that the gameallows you to feel the significanceof your "I. Complexity and stiffness on the basis of interest are replaced by activity, concentration. This interest causes positiveemotions, sets thecreative direction of the person, increases the paceand results of heuristic thinking.In the process of the game, oneof the most important principles of upbringing is realized most fully: the principleof the unity of knowledgeand experience. Business game saturates intercoursecommunication with moral and psychological content and self-organizes business cooperation. The development of the personality of a specialist in the business game process is due toa number of aggregate factors, the main of which are:

-      system of special and personal motivation;
-      theability to put and solvea problem through collectiveactivity;
-      theability to recreatea holistic dynamic production situation and act in it.

This suggests that business game solves «serious» problems in the development of the specialist's personality, students acquire knowledge, skills in thecontext of the profession; acquire both professional and social skills of interaction in thecollectiveof production workers, skills of professional communication and management of people. But this «serious»activity is realized in the gambling (partly gambling) form, which allows the students to beintellectually and emotionally liberated, to show creativeinitiative.

Theseinterdependent principles form the main concept of a business gameand must beobserved at the design stageand at theimplementation stage. Failure tocomply with or insufficient consideration of at least oneof them will adversely affect the results of business game. Business games have their advantages and disadvantages and certain areas of application.

The pedagogical essenceof business games is toactivate thinking, toincrease theindependenceof the future specialist, to bring the spirit of creativity into teaching, to bring it closer to the vocational orientation, this is what brings business games closer to the technology of problematiceducation, but the main thing is to prepare students for practical professional work [42].

Separately, onecan singleout socio-psychological disruptions in the business game. Many of them arecaused by the two-dimensional natureof the game, when the real and conditional plans begin toconflict. The dominanceof a real plan over aconditional plan occurs if personal relationships outside the gameare transferred to the game. Theconflict that has arisen within the limits of playing roles, affects the relationship alsooutside the game. Oneof the participants in the game uses game situations and relationships in the group to solve their internal, deeply personal problems.

You can formulate the following practical advice to the teacher as designer and user of educational business games:

1. Business games are quite labor-intensiveand resource-intensive form of training; therefore, it should be used only in cases when other forms and methods

areimpossible toachieve the set educational goals. It means that business games it makes sense to usein cases whereit is important: getting holisticexperiencein theimplementation of future professional activities; systematization in acoherent system already available to learners, a hint to skills;

the formation of professional creative thinking.

2. Theintroduction of at least one gamein theeducational process leads to the need reorganization of all the methods of teaching used by the teacher. In a business game, you cannot play something that students have noideaabout, this leads to the profanation of a business gameand means that thecompetency participation of students in the game requires advance preparation.

3. It is important toavoid theextremeof reducing the business game, on theone hand, toexercise, on theother hand, to gambling.

4. The teacher is most activeat the stageof development, preparation of the gameand stageof its reflexiveevaluation. The less the teacher interferes in the game process, the more self-regulation signs in it, the higher and the learning valueof the game.

5. Business game requires achangein attitude towards the traditional ideaof behaviour of students. The main thing is theobservanceof the rules of the game. Disciplinary violations, from the usual point of view, lose their status in a business game. Theoptimal duration of a business gameis approximately four hours. Such a framework timeallows tocompromise with theexisting educational system.

Thus, business gameallows you radically shorten the timeof accumulation of professional experience, allows you toexperiment with theevent, try different strategies to solve the problems, to form future specialists a holistic view of professional activity in its dynamics, toacquire social experience. In a business game, knowledgeis acquired not for reserve, not for future use, not abstractly, but in the process of informational support of its gameactions, in the dynamics of the development of the business game plot, in the formation of a holisticimageof the professional situation.The basis for the development of a business gameis thecreation of an imitation and game models, which should be superimposed on oneother, which determines the structureof the business game [43].

II TECHNIQUES OF USING BUSINESS GAMES IN TEACHING ENGLISH

2.1 Peculiarities of Business Games in Teaching English

Foreign languagecommunicativecompetence presents qualitativecharacteristicof a specialist's personality, which includes a set of scientificand theoretical knowledge with practical skills in the field of foreign language professional communication, theexperienceof professional interaction, a stable motivation for professional communication in a foreign language. It determines theability and readiness of the subject for professional activity tocarry out professional communication in a foreign language. Foreign languagecommunicativecompetenceincludes three main components: motivational (intention toactual and subsequent learning a foreign language, for professional communication in a foreign language),functional (speaking, listening, reading, writing skills in a foreign language), reflective (theability toanalyze your own communicativeact).Thecriteria for its formation in accordance with theidentified structural components. They areinterest for learning a foreign language, intention to maintain a high level of foreign languagecompetence; - fluency in foreign-language, the perception of a foreign-language speech by ear, understanding and correct translation of the text; - theability toidentify your own mistakes and correct them [44].

Oneof theeffective ways of forming communicativecompetence through learning activation is a method of business games, which allows directly including the learning process of a foreign languagein the model of students' future work activity. The main interests of non-linguistic students arein the sphereof their specialty, and they most often consider foreign languageas a means of expanding their business contacts, professional skills in a professional way.

Educational business gameis a practical lesson, modelling various aspects of students' professional activity.It creates acondition for thecomprehensive useof students' knowledge, and promotes as a foreign languageacquisition. As N.I. Torunova notes "introduction of a business gameinto pedagogical process of the university promotes formation of professional becoming to specialist's personality". Business gameinvolves joint activities, thereforeit is removed thecontradiction between collectivecharacter of future professional activity and individual character in mastering knowledge [45]

The method of business games is focused on teaching professional communication, has a number of features:

1. The business game should be based on real material, reflecting specific situation of communication in professional sphere.
2. The moment of self-study over training predominates in business games. This is because teacher of a foreign languageis incompetent in matters of students' specialty and cannot competently composea business gameand evaluateits communicative (not linguistic) results without their help.Therefore, students areinvolved both in creation of a business game, and in evaluating it according to the parameter: whether thecommunicative goal is achieved or not. Teacher

can only evaluate thecorrectness of speech in terms of language norms. Participation of students in organization of business games activates their thinking activity, increases creativeactivity, and it allows them to use their knowledgeof foreign language practically.

3. Achieving success in role-playing game depends moreon the knowledgeof a foreign language, which stimulates interest in a foreign languageas a learning subject, contributes to theemergenceof a desire toexpand its capabilities in its use.An important moment in the business gameis its problem. Of course, thereare number of typical situations in the professional sphere, but here, moreoften than in any other problematic situations that requireimmediate solutions. A great methodological valueis represented by business games that stimulate theemergenceof new and new situations of communication. Such business games will attract as many students as possible to participatein it.

4. In the business game, the leading principles are the principles of joint activity and dialogical communication of participants, consequential realization that ensures active deployment of the gamecontent. In a business game, participants assert themselves not only as individuals, but, aboveall, as specialists in their field of work.

5. Business gameinvolves theinteraction of its participants. Based on theclassification of human interaction forms, wecan distinguish the following types of business games: game-cooperation (for example, agreement between Kazakhstan and foreign firms on joint construction of a plant), game-competition (for example, preparation and discussion of projects for production and marketing any kind of products by competing firms), aconflict game (for example, aconversation between the management of a Kazakhstan enterpriseand representatives of a foreign firm about the disruption of the supply of new equipment). Each typeof gameis characterized by the specification of goals, to which theefforts of its participants are directed [45].

It should be noted that conducting business games requires careful preparation, both from the teacher and students. Naturally, the leading rolein the development of the plot of the game belongs to the teacher. The needs of the person-oriented communication are satisfied by the trainees reading special materials offered by the teacher. In the process of independent reading of this kind of literature (preferably original), students areengaged in its adaptation, analysis, commenting and producing a readableon a given topicin order to develop and improve their professional competence.

Analyzing principles of development and application of business games in theeducational process of universities, it can beconcluded thatthey not only preserve, but also significantly complement and improve the following characteristics of role-playing games: situational; thematicity; modelling of natural speech communication; realization of educational activity by means of game; collectiveactivity; realization of the principlein educational training.

The success of a business game depends, first of all, on clear modelling elements of both thecontent plan and theexpression plan. At the training stage, student must master skills of linguistic design of thecommunicativeintentions necessary for the realization of set communication goals. With the direct preparation of a business game, teacher processes thecontent of plan, which is provided by students themselves, determines typeof play, composition of participants, the goals of each communicant, plans possible ways of achieving them, predicts problem situations that may arisein the process of solving tasks, concretizes the placeof communication, prepares the necessary props [45].

At theimplementation stage, teacher determines the purposeof communication, the roles and role relations of participants in communication, clarifies tasks of each communicant, gives task toassess the results of business game for unengaged part of group students. When conducting a business game, teacher acts as an "administrator": directs communication, creates new problems (if all the speech opportunities of communicants are not realized), changes the direction of game by introducing new participants, etc. However, only thoseerrors that makecommunication difficult or disrupt arecorrected. Correction occurs only by prompting correct version.

At theconcluding stage, teacher listens to theopinion of "group of experts" who follows game but doesn't participatein it: whether the goals of the gameareachieved or not, which other moreeffective ways of achieving the same goals are possible, etc. Further, teacher sums up, completing it by assessment of correctness of participants in communication [46].

From the foregoing it follows that the business game relies, first of all, on theinteraction of teacher and group of listeners. For creating atmosphere that is necessary for successful learning of professional communication in a foreign language, teacher should not only know his subject well, but also not beafraid to show his/her incompetencein theissues of students' specialty, listen to their opinion, try toimprove the process of teaching by professional communication in a foreign language with the help of collected information. This will help toavoid from the situation when speech of the students is correct from the point of view of the norms of studied language, but it is absolutely unacceptable from the point of view of social communication norms [47].

Theseare the main features of the method of business games, ensuring the success of its implementation. It is necessary toemphasize that process of the business game remains as a pedagogical process aimed at achieving the goals of education and upbringing. Participating in these forms of educational work, learners acquire knowledgein theactual process of preparation and decision-making, ensuring appropriateactions in thecontext of their regulation.

Each sphereof communication develops within a particular profession in the process of socialization. Thus, it is reasonable tocarry out effective training of specialists with foreign language knowledge primarily at the functional level taking intoaccount a specific specialty, sincein vocational training, as nowhereelse, thereis a tendency to bring the learning process closer to human activity.

In the process of teaching language by method of business game, it is ensured the formation of students' communicativecompetence. In addition to the knowledgeof a foreign language, limited to the scopeof the specialty, student gets theopportunity to develop his/her personality, to form the skills necessary for working with other people, not only for professional work, but also for everyday life.

For this reason, active methods of teaching areincreasingly used in theeducational process of higher education that suppose theimplementation of specific situations, role-playing and business games, creating conditions for creativity learning [48].

Active methods are not used enough in the university. Often thereis an inaccurate understanding by teachers and students of theessenceand characteristics of a business gameand training, the substitution of oneconcept for another. Both belong toactive teaching methods and areoften used in parallel, having oneoverall target orientation - actualization and expansion of knowledge, formation and development of skills, improvement of the most important competencies of students. In pedagogical literature, theeducational business gameis regarded as an active form of human interaction (V.A. Slastenin);specially organized management integrating the professional activity of the teacher (V.A. Traynev, L.N. Matrosova); activeand independent, cognitiveactivity of students (Zh. S. Khaidarov); model of the decision-making process (I.M. Syroezhkin); model of people's interaction in the process of achieving certain goals (S.V. Emelyanov, A.G. Ivanovskii);modeling of selected aspects in theconflict situation (C. Garred, J. London).N.A. Moreva defines business gamein the preparation of future teachers as "a kind of simulation modelling, a group exercise to develop consistent decision-making in artificially created conditions.This is the leading form of professional activity. It sets theobjectiveand social contexts of the future professional activity, serves as acondition for the formation of the personality of the specialist, models theconditions for the realization of skills and social interaction, valueorientations and attitudes, stimulates the development of professionally directed creative thinking, ensures theemergenceof professional motivation, contributes to theacquisition by theexpert of experience both subject-professional and social, forms and develops the most important competences of the teacher"[49 c. 107].

It is possible to treat the business gameas "a deeply personal and professionally motivated active form of interaction in which it is possible to reconstruct and recreate models of future professional activity close to real conditions of activity in a simulation form."The high pedagogical effectiveness of business games in the training of future specialists is due to their ability toactualizeand systematize the theoretical knowledgeof students, giving them vitality, effective direction, to use this knowledgeactively in the process of modelling professional activity for the formation of methodological skills, as well as practical skills, and competencies.Educational business games areimportant means of rapid professional development of the future teacher, which shortens the period of their professional adaptation.In the process of business games, students acquire theability toanalyze the pedagogical situation as closeas possible to the real educational one, to formulate the problem, to search for

the necessary information and the best ways and means to solveit. Business educational games activate students' curiosity, increaseinterest in future professional activity, stimulate the self-educational work of future teachers, development of creativity in solving a wide rangeof pedagogical problems, professional tasks, both standard and non-standard, requiring acreative, original approach.

In thecourseof theeducational business game, a psychological atmosphereof business cooperation is created that facilitates the development of the pedagogical abilities of the participants in the game, which activates their thinking, imagination, memory, and attention. Business gameallows learners to maximize their training tocontent and natureof real professional activity, toensure high efficiency in knowledgeassimilation, the formation of practical and methodological skills. Business gameis an effective means of overcoming thecontradiction between substantive theoretical preparation of students in university and inability to use the knowledge gained in practice. In a business game, information is assimilated in the process of organicintegration of gaming and learning activities, the substantiveand social content of future professional activity is largely reconstructed. And for the student (undergraduate) the process of mastering knowledgeand skills acquires deeply personal meaning, motivational valueaccording to the future profession [50, p. 76].

Among thecharacteristic features of a business game, researchers call, for example, theexistenceof acommon problem and the purposeof gaming team; presenceand distribution of roles; presenceof dialoguecommunication of partners as a necessary condition in making of concerted decisions; the presenceof improvisation due to theintroduction of unforeseen circumstances; presenceof several interrelated situations; presenceof a flexible time scale; presenceof stimulation system for participants; presenceof a system for evaluating the results of gaming activities; presenceof specific game guidance; reflection by participants in the results of activities [51, p. 107].

Games provide the development of students' skills in theanalysis of real situations and decision-making. Participants learn new social roles, professional functions, learn to plan their actions, and seek effective ways of communication. Today information technologies are widely used for improving theefficiency of business game. For example video shooting and audio recording. Joint analysis and evaluation of business gameis advisable toconduct on its video recording. Students have theopportunity to see their actions and their partners from theoutside, which allows them toanalyzeand evaluate the progress and results of the work moreobjectively, to see their strengths and weaknesses, tooffer necessary insights into the formed competences. In the business game, the solution of pedagogical tasks, theanalysis of pedagogical situations, trainings are used as its elements in acomplex manner.The pedagogical effectiveness of business games is largely determined by training of the teacher-organizer, who provides instruction, creates acertain set of students, analyzes thecourseof the game while summarizing its results, and organizes discussion.In modern conditions, the possibility of moreobjectiveanalysis of

theresults of a business gameincreases, opportunities arecreated for the formation of pedagogical reflection of students on the basis of the useof modern technical means and information technologies (video shooting, audio recording, information exchange via theInternet).The useof business games in the training teachers in the university testifies to their effectiveness, for example, "Protection of the final qualifying work (master's thesis)", "Holding a parent meeting", "Using ICT in education", "Creating and implementing an educational program" and etc.Advantages of business gameinclude: theability toactualizeand systematize the theoretical knowledgeof future teachers, to give them vitality, an effective focus; provision of motivational and value readiness of students for the forthcoming pedagogical activity, formation of a steady interest in future professional activity; the development of pedagogical reflection and theability toanalyze pedagogical situations; creation of friendly psychological atmospherein the process of training for business cooperation, mutual assistance, the formation of thecommunicativeand informational cultureof the teacher, the development of professionally important competencies.Along with theindisputableadvantages, educational business gameas an active teaching method is not free from significant disadvantages, such as the duration and special natureof pre-game training of teachers and students, the lack of reliableobjectivecriteria for theeffectiveness of game, theimpossibility of ensuring the same degreeof active participation in it all the participants [52].

Distinctive features of business gameand training

The game simulates theentire working process from start to finish (for example, organizing and conducting a business meeting), and the training touches on a particular aspect of the process (for example, the psycholinguisticaspects of business speech).

The game has a time limit (the beginning and theend), and training does not always haveclear boundaries.

The game develops a set of skills, and training is aimed at working out one skill.

In the game therearealways winners and losers, and training is aimed only at personal indicators.

The gamealways has a specific goal, which can only be reached through effective solutions, and training does not always haveclear goals.

Training presupposes a high emotional tension of participants, perhaps their overwork, but this difficulty can beovercome by using psycho-gymnasticexercises during and after the session. Onecan makeaconclusion about the high efficiency in the preparation of future teachers of such closeones by the tasks and methods of their implementation methods, like business games and trainings. They areaimed at the development of thinking, attention, and memory, creativeabilities, reflection of trainees, promote the growth of their professional competence. When preparing and implementing business games and trainings in a university it is important to takeintoaccount their strengths and possible disadvantages, general and special features of the methodology used in theeducational process [52].

A business gameis an imitation of the work process, its modelling, simplified reproduction of the real production situation. This method is theconsolidation of theoretical material received in thecourse. The main features of a quality business gameas a method of teaching:

1. Existenceof a task or problem that needs to be resolved;
2. Distribution of roles and role functions;
3. Modelling the process of making managerial decisions;
4. Interaction of participants in the game;
5. Multi-alternative solutions;
6. Presenceof conflict situations;
7. Presenceof a system for evaluating gaming activities.

Goals of business games:

1. Learning through modelling work process;
2. Formation of a professional mentality;
3. Motivation of students;
4. Training skills in decision-making;
5. Evaluation of students [53].

Thereare various business games, such as brainstorming, innovation, imitation, organization-activity, organization-communication ones and others.Theadvantages of business role-playing games as a teaching method areclose-to-real-lifecommunication during the play; practicing professional skills by the game participants; revealing of the skill level, mental process peculiarities, communication skill level, personal qualities of participants. During this process students learn to formulate their ideas correctly, present reasons and takea stand and other.Theimportant thing is that future specialists are getting their professional communication skills, skills of listening tointerlocutor and skills of communication intercourse formed.They also will beable toexpress and takea stand, have the holisticideaabout professional activity, social experienceetc. Game technologies ensure the unity of emotional and rational in study as they correspond to natural wishes of participants. The methodology of business games is of many-sided character. However, games are held according toa proper model which has the following stages: preparation of game participants; study of situations, instructions, recommendations and other extra materials; game-playing; analysis, discussion and evaluation of game results [54].

Advantages of business games in comparison with traditional training

The specificity of teaching capabilities of a business gameas a method of active learning in comparison with traditional games is as follows:

1) "The game recreates the basic patterns of movement of professional activity and professional thinking on the material dynamically generated and resolved by joint efforts of participants in training situations" [55, P.156]. In other words, "the learning process is as closeas possible to real practical activities of managers and specialists. It is achieved through the useof models of real socio-economic relations in business games" [55, p. 4].

2) "The method of business games is nothing more than a specially organized activity on theoperationalization of theoretical knowledge, translating them intoan activity context. The fact that in traditional methods of learning"full control" is given toeach student without taking intoaccount his/her readiness and ability toimplement the required transformation, and in business gameacquires the status of a method ... Thereis not a mechanical accumulation of information, but an activity allocation of some sphereof human reality "[56, 63].

Mentioned above many other features of business games determine their advantages in comparison with traditional methods of teaching.In general, this educational resourceof business games is seen in the fact that social context of moreadequate personality of specialist is modeled in it. This thesis can be specified in the following form:

- The gameallows you to reduce timeaccumulation of professional experience;

- The game gives theopportunity toexperiment with theevent, try different strategies to solve the problems, etc. [57];

- In business game, "knowledgeis acquired not for stock, not for future use, not abstractly, but in the process of information support for its participants in the game, in dynamics of development of business game plot, in the formation of a holisticimageof the professional situation" [35, p.129];

- The gameallows you to formulate "the whole pictureof professional activity of future specialists in its dynamics" [35, p. 142];

- Business gameallows you toacquire social experience (communication, decision making, etc.)

Defining themeand goals of educational business games

Defining themeand goals arecrucial for development targets of business game. So, for example, themecan reflect: the natureof theactivity; scaleof management; composition of authorities and conditions of situation.

When determining the goals, it is important for the developer toanswer for several fundamental questions:

1) What is the purposeof this business game?

2) To what category of students?

3) What exactly should they be taught?

4) What results should beachieved?

(Examples of educational objectives: "to show how toinvolvea whole rangeof instruments (advertising, press, television, business communication of specialists of various profiles, etc.) in the performanceof a particular task, check the level of preparedness of officials in acertain typeof production activity, etc.") [58].

When setting goals, it is necessary to distinguish educational goals of the game (it is set by the game manager) and the goals of actions of its participants, which are put by them, based on playing roles [58].

A very important point is that due to the dual natureof the gameas a phenomenon (see studies, for example, D.B Elkonin, L.S. Vygotsky), goal-setting is realized in real and

conditional terms.In real terms - it's didacticand educational purposes, in theconditional – gaming purposes.Moreover,"purely game goals are not necessary, because the very fact of winning or losing nothing adds to the knowledge, abilities and skills that specialist should master.They need tocreate motivation for the game, an appropriateemotional background ... Such goals ... fulfill the service role, the roleof a means toachieve pedagogical goals" (formation of subject and social competenceof a specialist) [55, p. 145].

The peculiarity of business gameis its ability, as mentioned above, goal-formation of students themselves.Thus, business game has quite difficult target system.

Business gameis characterized by the following general features: the viability and typicality of theactual situation considered in business games; analysis of problem situation and presenceof a situation where thereis a need for decision-making, lack of completeinformation, decision-making in theevent of uncertainty, threats or contradictions; Possibility of the task to becompletely formalized; existenceof conflict and hidden reserves; The presenceof players-organizers in the management system that produces, informs, and directs the game play of players, gamers and analysts, who play the roles of officials.

Professionally –oriented communication business game technology has a number of features:

1. Business game should be based on specific speech material describing the real situation in professional relations.

2. In thecourseof a business game, the student will have priority over self-study. Self-study in business game prevails over teaching.This is becauseof the lack of competencein a foreign language teacher's qualifications in relation to students' specialty and cannot comprehend the business game properly and evaluate their communicative (non-linguistic) results.Therefore, students are focused not only on building a business game, but alsoon parametricevaluation.Estimated parameter: Whether or not thecommunicative goal has been achieved. The teacher can only evaluate thecorrectness of language norms.Students' organizing implementation of business games encourages their thinking, enhances their creativity, as it allows students toapply their English knowledgein practice.

3. The principles of dialogiccommunication and co-operation of the participants in business gameare the leading ones. Theimplementation of these rules will ensure that content of this gameis actively promoted.In the business game, the participants recognize themselves not only as individuals, but also primarily as specialists in their work field.

By analyzing the rules for thecreation and useof business games in theeducational process of the university, it is possible toconclude that the following characteristics of business games are not only preserved, but also significantly supplemented and improved. They are: modelling of situational, thematicand natural speech; realization of educational activities through gameactivity; collectiveaction; theimplementation of education principles through upbringing.

Successful implementation of business gameis primarily depends on theactual modeling of elements, such as content plan and design plan.At the timeof training, student must assimilate language skills required tocommunicative skills for communication objectives. The trainer or teacher processes thecontent plan material in the direct training of business game, defines typeof game, composition of participants, purposes of each communicator, and prepares necessary requisite [47].

During implementation, teacher defines objectives of communication, roles of participants, and their roles relations, also defines tasks for every participant, and assigns an assessment of the results of business game to non-involved part of group of students.

When performing business game, teacher plays the roleof "administrator", directs communication and develops new issues, and soon.Alsocorrects errors that causeor distort theconnection.Thecorrection is done by reflecting correct version.

At the stageof assessment, teacher listens toideas of "expert group" that monitors the game progress but does not participatein the game: whether thereareother ways toachieve such goals, whether or not game goals have been achieved. Further, the teacher finishes the game by completing theevaluation of the participants' accuracy.

As it is mentioned above that business gameis based primarily on interaction of teacher and audience.In any business game, wecan highlight its stages, namely the sequenceof the game's steps [59].

Introduction to game.Usually at this stage participants areacquainted with meaning, goals and objectives of game, time modeof game, consultation and instruction arecarried out.

Dividing participants into groups.The most rational sizeof the group is 5-7 people; each group chooses a leader and, if necessary, game roles are distributed.

Enter to game.In this section, participants receive "gameassignments", such as: creating a "business card" for the group, preparing short presentations, showing gratitude to gamers or participating in a preparatory training.

Game process.At this stage, searching for versions in solving tasks, or assembling, potential problems, challenges, and other considered solutions, predicting theconsequences of specificactions arecarried out.

Concluding game.Theimportanceof this stageis crucial, because decisions and projects areevaluated, different strategies are presented, their effectiveness and competitiveness are determined.At the same time points, penalties and stimulating scores arecalculated, the best teams, players, projects are defined.Finally, theevaluation system should determine the ratioof planned goals and results to the game.A well-scrutinized conclusion will help participants toadequately evaluate their strengths and weaknesses, to reinforce their points of view, and to draw conclusions.The final part of gameis dedicated to discussing future participants' expectations for the future teaching technology in the learning process.

It is important to determine the timeand placeof the business gamein the learning process.In audiences that are not properly prepared for the game, the novelty

of the lesson forms may attract theattention of the students outsideof the game, and may even cause them to becomeconfused. Therefore, in our opinion, it is advisable to start a business gameat the beginning of the students' training at theend of the topic, with the help of the game scheme, tables, workouts, work in pairs, in micro-groups.

Theanalysis of the results allows us toconclude that the following factors will influence the success of business games. They are: 1) linguistic (general level of foreign language learning, lexical material on the topic); 2) didactic factor (game readiness); 3) psychological factors (whether the gameis being held for the first time, whether the learning groups are productive, whether they areactivein the position of each student or their rolein business game).

Thus, in business game there will bea unique gamecontext that changes depending on the game network, certain rules, and the roleof participants in the role play.During the game thereare games and educational purposes.Business game simulates the problematic situations of professional relationships, which allow the participants to develop their business communication skills and competencies in important foreign languages.

Business games havecharacteristics that are peculiar to games in general: they are distinguished by dynamism, repetition of steps, possiblealternatives toaction, the timecompression in decision- making. From other forms of gaming, business games are distinguished by the following the most important features that characterize their didactic properties:

1. The presenceof an important socio-economic, socio-psychological or technical problem that requires for its solution the modeling of professional activities of a large team of specialists.
2. The presenceof acommon goal for the whole team and at the same time, opportunity for each participant of the game, toinfluenceonachievement of final result, working in acertain position.
3. The presenceof uncertain information, various kinds of failures, deviations, complications, etc.,as in real life. Solutions moreoften are taken in conditions of incompleteinformation, with acertain risk. Hence, incompleteness of information must also take place when making decisions in theeducational game process.
4. Acceptanceand implementation of acertain sequenceof decisions in the game process, each of which depends on the decision taken by the participant at the previous stage (step), and on theactions of other participants.
5. The presenceand necessity of a developed stimulation system that implements the basic functions, such as motivating each participant in the game toact as in life, at the limit of intellectual abilities; if necessary, the subordination of theinterests of a participant in the game to thecollective goal of the team and ensuring an objectiveassessment of the personal contribution of each student to theachievement of acommon goal, theoverall result of team activity.Note that theabsenceof any of above listed features does not allow us toconsider

employment as a business game, but requires attributing it tooneof theother active learning methods.

Thus, business gameis understood as the process of developing and making a decision in theconditions of a step-by-step multi-step refinement of necessary factors, analysis of information that is additionally received and developed at individual steps during the training game.The parameters of the restrictions from step to step can bechanged, in connection with where new private situations are being created, the solution of which must obey acommon goal. Figuratively, a business gamecan be represented in the form systems of mutually related concrete situations affecting each other.Therefore, a solution can beobtained only taking intoaccount theseinfluences and the ultimate goal.This allows you to build the learning process so that theconsideration of several specific situations in general won't be torn off from each other, but is subordinated toa single goal.Then, observing acertain sequence, from them you can makea business game.Each individual situation will bea fragment of the business game, which can be held separately as an independent occupation.Business games used in theeducational process have broad didacticopportunities: consolidation and integrated application of knowledgeacquired by students in the study of different disciplines, formation of aclear pictureof professional activities in the selected specialty; development of students' skills in effective management of real processes, including using modern mathematical methods and technical means, and mastering thecharacteristics of collective professional activity, acquisition of skills in organization of interaction.

The possibilities of business games are so wide that in a number of universities they have been used not only for training, but also for controlling training, including even at stateexaminations.When developing a business game, thechoiceof goals and theobject of the gameareof particular importance.To this end, based on theanalysis of thecurriculum and other documentation, it is necessary to determineand record what didactic goals are proposed to beachieved by carrying out this game, and then choose theappropriateobject of the game.After this, the teacher needs toinvestigate the prototypeof the gamecontrol system and reveal the patterns of its functioning. To do this, it is important to study and record theenvironmental influences used in the decision-making process, mathematical methods, technical means, graphicand other models, theinitial dataand presentation forms, thecomposition and functions of theofficials participating in the work. Based on these rules, the model, principles and mechanism of the gameare developed.It should be kept in mind that the model of a business gameis acertain simplification of reality, without which educational gameis unlikely to beat all feasible, especially in terms of timeand money.The developed game must undergoan experimental check in wholeor in parts. At the same time, its feasibility and valueare revealed, issues that requireclarification and refinement are revealed, real game speed, timecommitment on the stage, cycles, steps, operations and procedures areestablished.The variety of business gameis professional games that are designed to develop students' creative thinking, the formation of practical skills and abilities, develop an individual styleof communication and behavior in team

solution of problems.A professional game, in some specified sense, a rehearsal of theelements of professional activity of a future specialist.A student, playing in his/her futureactivities, learn to takeintoaccount theaggregateof real forces, the situation, theinterests of individuals, visually imagine role functions in different situations [60].

Now, business gamecan be viewed both as an areaof activity, scientificand technical knowledge, as an imitation of experiment, and as a method of teaching, research, and solving practical problems.Educational business game (EBG) is a purposefully designed model of any real process that simulates professional activity and is aimed at the formation and consolidation of professional skills. Wecan also highlight the following key features of business games:

1. Game simulates oneor other aspect of purposeful human activity.
2. Participants in the game receive roles that determine the differencein their interests and motivation in the game.
3. Gaming is governed by a system of rules.
4. In the business game, the space-timecharacteristics of the simulated activity are transformed.
5. Gameis conditional.

Educational business games can be very diversein terms of didactic goals, organizational structure, ageopportunities for their use, and content features.Activation of creative, cognitiveactivity of students requires a wide useof problematiceducation, which forms theindependenceof the student's position, develops and improves theability tocreativeactivity.In the business game, such personality qualities as discipline, responsibility, senseof duty, ability tointeract with the team are developed actively, and a great emotional involvement of players in theeducational process is created [61].

2.2. Methods and form of using business games

The decision to include the game in the curriculum is made at the stage of developing a general schedule for training in the specialty (direction). Before this, key points of the process of training specialists are identified and established, in which it is advisable to introduce game teaching methods. It is more expedient to place them in the curriculum so that each lesson requires the accumulation of knowledge not one by one, but by several related disciplines. In this case, gaming sessions should become more complicated as you move from junior courses to seniors; cover more and more real problems, problems that often occur in practice, and tasks. In this case, the role of intersubject and inter-cadre links existing in the educational institution is high. At the final stage of the training it is desirable to conduct complex business games at each faculty, encompassing a number of disciplines taught by several departments, if possible students of different directions (profiles). Pedagogical practice shows that it is advisable to plan and conduct 1-2 games in each semester and at least 2-3 game classes such as simulation exercises, analysis of specific situations, playing professional roles.

Thus, with four-year (five-year) term of study, student will have to participate in 8-12 games and 16-18 games. When planning the timing of the game, in addition to the general requirements imposed on the schedule of lessons, additionally bear in mind that the game is appropriate only after reading the main lectures of the course and the students are theoretically prepared for participation in it, it is important to single out individual, not loaded other occupations days and give time to prepare. Great importance in the conduct of educational games is their information support. Information support for educational games includes a number of components: a description of the situation laid down in the gaming session; the rules of conduct and criteria for evaluating the results of the game; documents for planning and organizing a game; normative and reference data. Game situations form the backbone of a game program and, as a rule, include its detailed description. The latter can be submitted to the beginning of the game in the form of initial data and be replenished (refined) in the process of conducting it. In the rules of the educational game, the rights and duties of the teacher and students, the sequence, content and distribution in time of the individual stages, stages and steps covered by the occupation, the order of interaction of its participants are recorded. An important component of the information support of the training game is the documentation that includes the initial and planned documents issued to the participants for performance, reflecting the decisions they made, and, finally, the accounting documents that record the results of the implementation of these decisions. Such results are most often identified through expert assessments, exhibited by a group of the most prepared students or by teachers who conduct these classes. Normative and reference data, as a rule, are represented by a special set of documents that are used by participants in the gaming session. The norms can be constant, i.e. invariable for all time games or constant only during a particular stage, or take a certain value. The values of certain

standards may vary depending on the decisions taken by participants in thesession.Advanced information support allows you tocreatea game model, which is the basis of the game. The success of educational games as a teaching method is much more than traditional teaching methods, depending on the logistical support, which includes audiences (classes), specially equipped for games, information display facilities, means controls, simulators and computers. Of course, thecomposition of material and technical support and its placement are determined by the form of the game, the number of participants and many other factors.Theexperienceof leading universities indicates that the system of stimulation and evaluation of students' activity is of particular importance for the success of gaming.Theevaluation of participants' activity in the gameeach timeconsists of an assessment analysis of the situation, the developed and adopted decision, and alsoits implementation in the timeestablished by standards.Theanalysis of each individual situation is training not so much in thechoiceof decisions, as sometimes it is thought, as in theanalysis, which is the threshold of their adoption.In a number of cases, analysis is moreimportant than the solution itself, although for many students it is more difficult to giveexactly the latter.If we generalize theexperienceof conducting educational games, the problems that inevitably arisein this case becomeclear.The first and oneof the most difficult, which the head of the gameencounters, is the necessity throughout the game to provideits participants with a relatively uniform and continuous workload.Difficulties are formed due to the fact that most decisions are madeconsistently, in the logical order of the hierarchy of the manual.And from this, it becomes inevitable that there will be no time to wait for decisions or working results.Another problem is an objectiveassessment of theindividual work of each participant in the game.After all, the result of the gamein a number of cases is not connected with theactivity of an official.This problem can only be solved by active participation in the gameof teacher-leaders whocan in this case get a better ideaof the students' abilities and use theseconclusions toevaluateits results.It is very important to raise theeffectiveness of the game process for the final stageof the game, in particular, to discuss its results.Theexperienceof a number of universities shows that if after the game the discussion was not conducted, the skills acquired during the game were quickly lost.Consequently, post-game discussion of the results, revealing the reasons for obtaining certain results, is just as important as the gameitself.It is most expedient toconduct the discussion of the results by theconference method, so that each of its participants has theopportunity toexpress their opinion on the methodological necessity of such a lesson.Of course, theconference must end with speech of leader, who not only summarizes, but alsoassesses the work of each student. When organizing training sessions using various forms and methods of playing learning, thereare some special features that I would like to discuss briefly.The most common form of game training is a business game.Business gameis oneof the most complex forms of gaming sessions, in the process of which collective professional activity is simulated.Classification of business games is very diverse.So, the degree formalization of games is moreimportant, more precisely, the relationship between

the degreeof formalization of control object and the freedom of choiceof control actions, which is especially important for future specialists.Meanwhile, too much formalization makes the training game rigid, and control is amorphous.This gameis more suitable for mastering instructions and other norms of professional activity, but it does not contribute much to the development of creative skills.Participants' freedom of action makes the gamealive; motivate them toexpress their position actively. Business games havecharacteristics that are peculiar to games in general: they are distinguished by dynamism, repeatability of steps, acomplex combination of possiblealternatives toaction, and time-consuming in decision-making.From other forms of gaming, business games arecharacterized by the following most important features that characterize their didactic properties:

1. The presenceof an important social, economic, socio-psychological or technical problem requiring for its solution the modeling of the professional activities in a large team of specialists.

2. The presenceof acommon goal for the whole team and at the same time theopportunity for each participant of game toinfluence theachievement of the final result by working on acertain position.

3. The presenceof information uncertainty, various kinds of failures, deviations, complications, etc.,as in real life. Decisions are most often madein conditions of incompleteinformation, with acertain risk. Therefore, incompleteness of information must also take place when making decisions in the process of theeducational game.

4. Acceptanceand implementation in the process of the gameacertain sequenceof decisions, each of which depends on the decision taken by the participant at the previous stage (step), and on theactions of other participants.

5. Theavailability and the need for a developed simulation system that implements the basic functions, such as motivating each participant of the game toact as in life, at the limit of his/her intellectual abilities; if necessary, subordination of theinterests of a participant in the game tocollective goal of thecollectiveand ensuring an objectiveassessment of the personal contribution of each student in achieving theoverall goal, and overall result of team activity.Note that theabsenceof at least oneof the listed characteristics does not makeit possible toconsider occupation as a business game, but requires attributing it tooneof theother methods of active learning.Thus, a business gameis understood as the process of developing and making a decision in theconditions of a step-by-step multi-step refinement of necessary factors, analysis of information that is additionally received and developed at individual steps during the training game. The parameters of the restrictions from step to step can change, and therefore new private situations arecreated, the solution of which must be subject toacommon goal. Figuratively, a business gamecan be represented in the form of a system of mutually related concrete situations affecting each other.Therefore, a solution can beobtained only taking intoaccount theseinfluences and the ultimate goal.A professional gameis, in a sense, a rehearsal of theelements of the professional activity of a future specialist.Learning, playing in their futureactivity, is accustomed to takeintoaccount the totality of real forces,

theenvironment, theinterests of individuals, visually imagine role functions in different situations.Professional games can beconditionally divided intoimitational, operational, role plays, staging methods, psychodramaand socio-drama.Among the forms and methods of game learning, the methods of analyzing specific situations, brainstorming, intellectual warm-ups and others takea special place.Without revealing their essenceagain, we will briefly review the specifics of conducting precisely from the point of view of gaming pedagogical practice.The method of analyzing concrete situations is primary form of game learning.Theorganization of cognitiveactivity of students in the form of an analysis in specific situations has a number of varieties depending on the teaching objectives of theclass and the students contingent.Theseinclude theanalysis of "micro-situations" or incidents in thecourseof the lecture, consideration of conflict situations that took placein reality, "the method of clinic", the solution of situational tasks, etc.In theeducational game practice, the method of parsing specific situations is based on theanalysis of some fixed combination of input data; thereis no dynamics in such situations.Tasks do not provide for theinteraction of teams of players and individual participants, nor does it provide for the development of collegial solutions in the process of situation analysis.The method is primarily designed for theindividual work of students.It is the first and most widespread form of gaming modeling, contributes to the formation of professional intuition, theability to understand non-standard situations, and also toanticipate the possibleconsequences of certain decisions.In the practiceof work, a method of analyzing specific situations for improving management skills is often used.With theappropriate selection of the material and thecorrect setting of theexercises, the situational tasks can serveas illustrations, exercises, and a means of conveying the best practices.In the simplest case, the method of parsing specific situations is used in practical exercises.Students receivea detailed printed description of theconflict or situation that may arisein their future professional activities.At theend of the description, a list of actions is provided, oneor moreof which areacceptable for resolving theconflict that has arisen. Such a list of actions not only allows the learner to "scroll" possible solutions to the problem, but also mentally track theconsequences of each decision, unforeseen sidecomplications, and soon. In other words, the student can solve the problem in several ways and learn to distinguish dead-end solutions from options leading to the goal.The next time the teacher offers students toindependently analyze thoseor other critical situations that in practice led to unforeseen consequences, they demanded serious decisions.Attraction of students' attention to such cases is especially useful, if they occurred in thearea where graduates of the university will work in the future. They arealso useful for developing points of view on their daily behaviour and in extremeconditions.In somecases, the "clinic method" is used in training sessions, which is a special caseof the method of case studies.Theessenceof it is that in theclassroom theapproach to solving a particular real problem is analyzed in detail. The nameof this method came from medical practice: the so-called method of work, when a group of doctors or trainees produce "analysis" of a particular patient. All participants in the discussion

work on an equal footing and can express their opinion.Clear steps in thesolution of the problem are determined, theattendant circumstances areevaluated, and an action plan is drawn up."Clinic method" is recommended for training students in solving problems within the framework of a pre-compiled and well-known program.It is effectiveif you need tocorrect some mistakes, most often allowed by students, to help them overcome difficulties.The main condition for success in this caseis the formulation of tasks directly related to their future professional interests.A variety of the method of analyzing a particular situation is the method of examining emergency cases.Here, each participant of the lesson gets a written description of the trueor imaginary emergency.Then they are given time for reflection, after which group analysis is carried out.At theend of the session, the results of the discussion are summarized.Sometimes theinitial emergency situation is communicated verbally to students, it is read by oneof the participants in the lesson, it happens that a movie fragment is used, which introduces students to the situation.Then all those present are divided into subgroups and discuss it.Through a strictly defined time, all participants in the discussion gather together and compare their decisions.This method well develops the skills of interpersonal relations in the team, management and monitoring of the future specialists of the future specialists.The method is very effective for training students in the techniques of quick fixing of malfunctions in equipment, the development of rapid reaction. The specific situations used in the learning process areclassified according to various characteristics: according to the degreeof novelty (known, similar, unknown); applied solutions (standard, modifiable, new - depending on the method); decision-making stages (simpleor single-step, complex, multi-step, requiring several sequential operations for decisions); hierarchical level of decision making; specialization (technological, operational, managerial, economic, etc.) [60, pp. 83-94].

Business game that simulates real professional activity (role-play) is an educational gaming technology that is simulation of a problematic professional situation, the solution of which is achieved in the process of roleinteraction of participants, according to the rules, with the formation of teams of players and the "group of experts," in accordance with the plot, according toacertain scenarioand the subsequent evaluation of the decision taken.

Act out situation must involveambiguous decisions; contain an element of uncertainty, which ensures the problematic natureof the gameand personal participation of students.

Developed business games developed on specific situations introduce students into the sphereof professional activity, being a powerful stimulus for activating independent work on theacquisition of professional knowledgeand skills, as well as theability to solve non-standard professional tasks.

Interactivecommunication occurs during the whole business game, as decisions are made primarily collectively.In this case, each solves its own particular task in accordance with its roleand function.Learners acquire social skills, develop communicative skills, critical thinking, to make right and professional decisions.

Practical skills acquired in the game process often makeit possible toavoid mistakes that arisein the transition toindependent working activity.

Thus, business game performs the following functions:

1) Educational - generalization and consolidation of knowledgeon the passed subjects of thecourse, development of working skills;

2) Developmental - development of logical, critical, analytical, creative thinking, activation of students' thinking activity;

3) Teaching and educational - the formation of a stableinterest for future profession, professional self-identification.

Theeffectiveness of business game largely depends on the features of its organization and conduct.

Structureof business game:

1. Themeand purposeof game.

2. The problem (s) for consideration and decision in the game process.

3. The plot (areaof reality, conditionally reproduced in the game).

4. Game plan.

5. Rules of the game.

6. Roles (distribution and acceptanceof roles by participants).

7. Gameactions as a means of implementing roles.

This structure determines the stages of the business game: preparatory and motivational-orienting, basicand reflexive-evaluative.

At these stages occurs:

Fixing location of game session and using business games technology in teaching process.

1. The useof business games in teaching process is most effectiveat thecompletion of the topics for identifying the degreeof mastering the material by the teacher, monitoring and evaluating knowledge, and analyzing the depth of understanding of the topic.

2. Defining themeand purposeof business game, planning for coming lesson. When choosing theme, it is necessary to takeintoaccount that the material which is used in the game has a practical access to professional activity.

3. Developing business game technology:

-description of situation and problems, the solution of which must be found in the   game;

-defining of game stages;

-determining the time frames for each of game stages and gameas a whole;

-selection of criteria that determineconclusion of each stageand the whole game;

-description of participants' sequenceof activity;

-determination of order formation of team players with distribution of roles among them, including "expert groups";

Depending on the technology of the game, the distribution of roles can beeither within teams or between them.

The task of "group of experts" is toevaluateactions of the participants in the game. The "Expert Group" can be selected from the number of successful students whocan competently evaluate the gameand / or invited persons (teachers' staff of the university and other university specialists of profileorganizations, experts in their field);

- development of an "Assessment Card" for work of "expert group", which sets out criteria for assessing participants' actions in the game (individually or as a whole);

Possiblecriteria for assessing participants' actions in the game:
- compliance with rules and regulations on time;
- activityof students;
- useof additional materials;
- the quality and effectiveness of decisions taken, their reasoning;
- mutualassistance, the level of interpersonal relations in the team;
- achievementof goals of the game;
- solving the problems

Each criterion is evaluated either by points (for example, from 1 to 5), or upon execution ("+" or "-").It is necessary to determine theorder of summing up the results of the game based on thecompleted "assessment cards".

- choiceof format for interaction participants' interaction;

- determinationof the participants' motivation system (the system of penalties and rewards);

- preparationof material support (softwareand hardware), selection of audience for conducting the lesson;

- determinationof the method for assessing the results of game.

4. Informing about themeand purposeof business game to the learners.

5. Informing students about the technology of conducting a business gameand the rules for conducting it.

The rules of the business game:
- to takean active part in thecourseof game;
- within the team to takeintoaccount theopinion and position of each player;
- observeacultureof communication and tactfulness;
- do not change thecourseof the game;
- follow to the game technology.

6. Forming team composition, the distribution of roles.

7. Getting acquainted learners with the specifics of roles, emphasizing that everyone should exactly follow his/her role.

Methods for presenting roles to players:
- verbal description in free form of possibleactions, rights and duties of players;
- ina tabular form, a list of actions and their results;

- ina graphic form, an algorithmic representation of the behavior of players, corresponding toa specific professional activity and its results.

8. Motivation of students to participatein the gameactively.

9. Independent preparation of students to play within the framework of their role (if necessary);

Development and implementation of business game. The following steps can be distinguished at this stage:

1. Before beginning teacher accentuates theattention of students to the rules of business gameonceagain.

2. Students play a role, adapt their actions in response to theactions of other participants during the game, and provide solution to the problem.

3. Teacher (gameorganizer), if necessary, announces additional tasks and questions, and alsoanalyzes, assess, corrects theactions of participants if their actions do not correspond to the goals and the scenarioof the game, without helping them to make decisions.

4. The "Group of Experts" monitors the progress of the game, after assesses theeffectiveness of the work done, theachievement of the set goals and objectives, as well as the solution of the problem. Fill in the "Assessment Card" for the team or for each player [62].

REFLEXIVE-ASSESSMENT STAGE

At this stage, gameends and results are summed up. The following steps can be distinguished in it:

1. Ordering, systematization, evaluation and analysis of solutions received together with students.

2. Comparison of game goals with educational results obtained.

3. Formulation of conclusions about theeffectiveness of completed work, monitoring knowledge, skills of students on the game subject of which considering the results obtained from "Group of Experts".

4. Self-assessment of students about participation in the game, analysis of acquired professional knowledgeand skills, development of personal qualities.

5. Self-assessment of teacher about game - playing, achievement of learning goals [63].

In accordance with the number of students the whole group plays in one game groupor is divided into two subgroups of threeor four people. With regard to the subject of discussion, they can choose topics of different profession, such as making up situation in theoffice, in theclinic, imitation of business negotiations and soon.

If the gameis prepared in advance, then it can be started immediately after the situation is clarified [64]. Distribution of roles and with support on the leaders of theclass, that is, the most prepared students who havea senseof humor, initiative, resourcefulness.

Successful game-playing is of great relevance to that how much successfully teacher can prepare students for the given form of lessons. In this regard, we would like to refer to L. Schiffler's article, who gives the following recommendations:

- need tocreatean environment free from fear of utterance;

- teacher's participation in the preparation of game / in the game, where he/she must identify himself/herself with students;

- theability to show students that the teacher values them and respects them not only in words, but also through individual tasks, trusting them toorganizeand conduct certain forms / fragments of the gameindependently;

- toorganize work interestingly and various.

Psychological effect that arises in the process of conducting a business game due to the group, activity character, can be defined as the personal involvement of the gamein the learning process, which is a necessary condition for its effectiveness [65]. Business game unlike traditional methods of teaching in its design contains means of personal involvement of its participants in theeducational process, influencing their motivational sphere. Business gameallows involving motives for accumulating professional orientation knowledgein the learning process and behaviour patterns of schoolchildren, who usually remain neutral in the process of traditional education. This is possible due to such a significant characteristicof gameas uncertainty, which is expressed in the fact that the game does not havea uniquely predictable development or result. Thus, the participants in the gamearealmost unable to use ready-madealgorithms when making decisions, and they are forced to show resourcefulness and initiative, which are highly valued in thecourseof their professional activities. Thus, mental activity of students is activated; their abilities and tendency are revealed (on the basis of interest in this or that aspect of the problem discussed during the game).

Theidentification of winners should take place without blameand condemnations of other teams, and teacher's action should havea playful shadeand it is necessary to motivate them [35].

In concluding, the wholeclass (group) takes part with teacher. Students discuss outcomes of the game. In somecases, the results areassessed by the teacher in conjunction with captains and game leader. This is necessary for the development of skills and self-esteem, which is especially important for students' objectiveassessment of their abilities, which can play an important rolein choosing a profession.

During the game, the teacher plays the roleof a director who, if possible, unnoticed by the students, controls thecourseof the game, without taking an active role. His/her task is toorganizea business gameaccording toacertain scenario. The game-plan is the basicelement of the game procedure. It should reflect the principles of problem, duality [65, c 153], joint activities. By "business game scenario" is meant a description in verbal and graphic form of the subject content, expressed in character and sequenceof players' action, as well as teachers who lead the game.

The teacher should remain as an activeobserver, he/shecan recommend something, but do not impose his/her decision on students. A similar point of view is held by K. Livingstoneand others. The last work indicates, in particular, that teacher can play a small part in the game. If he/she does not, he should beinvisibleand restrict his/her activities to fixing errors that must beanalyzed at theend of gameor in the next

lesson. It is interesting to note that K. Livingstoneexpresses the possibility of teacher interrupting the gamein caseof insufficient preparation. In theauthor's opinion, "role play, which was interrupted by teacher, could no longer be regarded as a role-playing game," soit must be postponed or started from the very beginning. It should beemphasized that in order toavoid such situations, teacher must choose students or group of students whoclearly have leadership and organizational qualities. Taking lead on performing role, these students at best takeon (explicitly or implicitly) the governing functions, and at worst - paralyze theactivities of the group. The set of roles and functions of players should reflect the "official picture" the fragment of professional activity that is modeled in the game.

In addition, instructors sometimes have toarguein disputeof game situations, and for this they must enjoy acertain authority and trust. Teacher should organize the gamein such a way that a significant part of theorganizational functions falls on the students who play the roleof leaders in gaming systems, and theincorrect arrangement of them can destroy the game [65].

It should be highlighted that the most effective method of distribution roles is the sociometric method. Its essence lies in the fact that each participant before the start of the business game fills in a small questionnaire (4-5 points), containing questions about what role he/she would like to play in the game, whom he/she would like to seeon the roles of chief executive, his/her immediate superior and colleagues at work. The results are received and processed by organizers of the game. Leaders, persons tending toeach other and other information are revealed, which considerably facilitates the distribution of roles. Participants of business gameareinformed only of thecomposition of the game subgroups and nomination for gaming positions. The described method was repeatedly tested by us during conducting business games of various types and gave the best results in comparison with other methods. Its disadvantageis that conducting a survey involves the presenceof moreor less formed interpersonal relationships in the group.

Business game will be successful if the teacher [5]:

- will repeat and generalize with students specific features of profession, within the framework of which rolecommunication is realized;

- will achievean understanding of game purposeand content that must beexpressed in it;

- prefaces a business game with communication games, as well as exercises such as dialogues - interviews, discussions, critical assessments heard or read, etc.

Thecontrol and analysis phaseof the gamecan follow immediately after its completion or beconducted in subsequent lessons, which depend on thecomplexity of the game. Hereit should be noted that if the game was successful and students were satisfied with theapplication of their knowledgein practice, then the senseof satisfaction may disappear in thecaseof a detailed analysis of each minor error in the same lesson. Psychologically more suitable work is theexchangeof opinions about its success, difficulties and the most successful moments will be held next immediately after the game.

It should be noted that in cases with inactive participation of students in a game for a teacher, it is advisable to usean assessment system. It ensures the formation of game, cognitiveand professional motivation of participants in the business game. The most effective scoring system for individuals or group results will be madeafter theend of the game process. However, it must be noted that it has its disadvantages. Teacher risks increasing motive so much that related to self-esteem, emphasizing and even moreappreciating the personal contribution of each participant to general game result. Thus, so weaken theactivity motive that it completely blocks the game process.

It should be noted that during the game teacher should show maximum attention, tact, goodwill towards the students, so that not toeffect on students' activity and initiation by exceptionable remarks. If theanswer is incorrect, the student should be tactfully corrected [64, c. 74]. It is not necessary anyhow to raiseawareness of game players for committed mistakes, as this will disrupt the paceof the gameand will unpleasantly affect the player.

Role play will be successful in thoseclasses in which students are used to pairing and group work. For classes that areconstantly working under the guidanceof a teacher, theinclusion of role-playing games in the repertoireof learning activities will bea relatively complex process. In such classes should be:

- Initially, whenever possible, diversify types of group work;

- assign tasks in the form of clear and detailed instructions, so that students seek the help from teacher more rarely and get used to work independently;

- from time to time to diversify thecontent of couples so that students gain communication experience with different companions. Entering to game for a variety of reasons: out of curiosity, as needed, out of a desire toapprove themselves, to strengthen their authority in theclass, the participants of the gameareincreasingly drawn into the logicof gameactivity. As a result, activity motives gradually comeout in the first plan. Challenging and acute situations that arisein the gamecapture the participants absorb their interest in solving simulated problems in their professional activities, unconsciously revealing their abilities in combination with theaccumulated knowledgein this field that gained from teacher.

Uncertainty of the gameis expressed in the fact that the game does not have uniquely predictable development or result. Thus, participants of the gamearealmost unable to use ready-made rules and algorithms when making decisions and are forced to show creativity and initiative. Thus, students use foreign vocabulary without thinking, simplifying syntacticconstructions, so that it is morecomprehensible to partner.

Business games as a means of activating independent work and thinking of students

In the methodology of higher education, much attention is paid to theintroduction of new information technologies in the teaching process. At the same time, the useof active forms and methods of teaching, such as business games, contributes to theeffectiveness of theeducational process, when the training sessions

take the form of a "meeting of the methodical section of physics teachers", aconferenceof the debate, etc. In this case, in particular, the study of the methods of teaching physics takes placein an atmosphereas closeas possible to future professional activity. It increases the senseof responsibility of students in the preparation and conducting the lessons, as it is supposed to review their speeches with subsequent evaluation. The famous French scientist Louis de Broglieargued that all games, even the simplest ones, have many common elements with the work of scientist in the problems, which they put. In both cases, first attracts assigned task, the difficulty that can beovercome; then the joy of discovery, the feeling of overcome difficulties [67].

To solveall possible methodological problems are worth much toorganize practical games in business classes that allow students to search for and find answers to set problems in joint activities, modeling certain pedagogical situations. Theanalysis of various methodological situations in the process of business pedagogical gameallows students tocomprehend theoretical knowledge, promotes the development of pedagogical thinking and formation of ability to seek an independent solution [68].

In the business game thereare significant opportunities for independent work of student, in addition, a high level of student involvement in specificactivities is provided, as business games createan educational environment that is as close to the real educational process. As a result, transfer of skills is facilitated which is formed during the seminar, laboratory sessions for real pedagogical situations.

Emotionality of the gameallows the student toengagein lessons not formally, and gives theopportunity to show their best personal qualities in full measure. From a psychological point of view, internal contradictions of personality are balanced in the game; alsocurrent psychological stateis improved. The main advantageof business gameis a radical reduction of timein gaining experience, as well as the possibility of carrying out a deep cause-and-effect analysis of proposed situation.

Thus, educational business gameis an active learning activity in the simulation modelling of studied systems, phenomena, processes, professional activities, including conflict model situation, theabsenceof which excludes problem statement itself.

Hereis thealgorithm for conducting a business game:

- students' preparation for the game, responsible for its carrying;
- adding the whole group into the game, theconstruction of the simulation model of real process, phenomenon, and situation;
- game process: solving the problem, checking the solution and assessment.
- summary of the game.

I. Preparing for the game.

First of all, a role group of 8-10 students is formed; from them the main leader of the gameis stood out, whocontrols all preparations for the game. Pedagogical problem is cleared up and decided in thecourseof game. The roles are divided among the participants; methodical literatureon the game problem is selected. In our opinion,

this leads tocareful preliminary preparation of students for lesson, increasing interest in the learning process itself.

II. Putting into the game

Entering all students of group into the gameis possibleeither before the start of the business game, or during the gameitself. Students areexplained the goals, objectives of the game, written methodical literature.

III. The process of the game.

The leader controls thecourseof the game, activates all its participants.

IV. Summing up the game.

Facilitator justifies theconclusions to which the participants came.Opinions, wishes are spoken up.

We will present the stages of educational business game with theidentification of theconditions for its efficiency in the form of scheme 1.

Scheme 1

Analysis of the scheme shows that educational business games have some distinctive features in comparison with other forms of games.So, the stageof playing the pedagogical situation will beeffectivein terms of forming students' professional skills in theevent that the peculiarity of theindividual styleof activity of each participant of the gameis fixed.In pedagogical activity, theindividual characteristics of the teacher are very important.Preparation for the lesson.

Highlighting of leading idea.Creating a positiveemotional state.Setting objectives.Forming problem situation.Removing psychological barriers.Acquaintance with the rules.Fixing an individual styleof activityof players (knowledge, professional skills).Playing simulation model (pedagogical situation).

Assessment of the final decision.Creating a whole pictureabout considered problem; highlighting new problems; assessment of professional growth of students.For example, the transferring of advanced experienceis realized not only by individual- specificclass team, but also the personality of teacher himself. The procedure for fixing an individual styleof activity should help players "select" the most appropriate roles for the student in the following games, facilitating the selection of the most optimal variant for solving real pedagogical situation [68].

The final stageof the game for the same reasons should includean assessment of "growth" of participants' professional skills.This is the possibility of creating positive motivation for the players.

Hereare someexamples of pedagogical situations solved in business games:

- checking the knowledge, skills of students necessary and complex stageof teaching process;

- didactic games in physics lessons as a means of developing cognitiveinterest of students;

- professional guidanceof students as an integral part of theactivities of physics teacher;

- independent work of students in physics lessons as a way of armament students with active methods of cognition, theability tocreatively apply knowledgein practice;

Thus, the useof business games in the study of methods of teaching physics contributes to theimplementation of the principleof consciousness, creativeactivity of students, cooperation and co-creation of the teacher and student [69].

2.3 ExperimentalconformationofeffectivewaysofusingbusinessgamesatEnglishlessons.

Themaintasksofhighereducationinthecountryistoteachspecialistsnotonlywithknowledge, butalsotogivethemtheopportunitytodeveloptheirpersonality, developtheircreativeabilities, developtheirprofessionalculture. Notonlyconsiderastudentasafutureprofessional, butalsoitisnecessarytorecognizestudentasacitizenofaglobalsociety, acreativepersonasafutureownerandsupporter.Itisnecessarytomakeitpossible.Andthetrainingoffuturespecialistsinaccordancewithwhatwasmentionedabovecanbeginwiththetrainingoftheirfutureprofessionalcompetence.
Thesolutionofthefollowingmaintasksinthetrainingoffuturespecialistsintheeducationalprocessofhighereducationinstitutionsistotrainspecialistswithgoodteachingmethods; tobringupcomprehensivepersonalitywithspiritualandculturalvalues; toincreasethesocialactivityoffutureteacherinsociety; toincreasegeneralpedagogicalandmethodologicalskills; formationofself-educationskills;
Themainissueistheformationofskillsforthecontinuousimprovementofpedagogicalskills.

Modern development of higher education is characterized by two main tendencies: continuity as aconceptual basis of education policy and quality improvement due toactivation of the student's personal potential in combination with group (team) forms of organization of studies. Recently, a method of situational-roleor business game has become widespread in higher education.The theoretical basis of this method is the provision on the decisive roleof active, specially organized activity of students in the process of assimilation. Theexpediency of using precisely active methods is consistent with the dataof experimental psychology, according to Persky A.M and Pollack G.M. study, 100% of the material is received by ear, 50% of the material seen and 90% of what the students did themselves. Currently thereare many different methods of teaching students.Among them special attention should be paid toactive methods of teaching [70], such as gaming methods used in teaching practiceof educational institutions refer toactive teaching methods.

The gameis a unique mechanism of accumulation and transfer of social experience, both practical - to master means of problem solving, and ethical, associated with certain rules and norms of behavior in various situations.Theappearanceof game method is associated with the requirements of increasing theeffectiveness of training by moreactively integrating students into the process of not only receiving, but also direct (hereand now) useof knowledge.The gameis aconvenient basis for building imitativeactivities to resolve various (including practical) problems. During the game thereis an accelerated mastering of theobjectiveactivity by transferring an active position: from the roleof the player to theco-author of the game. The gameactivates the learning process, in comparison with the traditional form of conducting practical exercises.It strengthens theinterest of

its participants in deeper knowledgeof the problem under study, provides an opportunity in improving pedagogical skills.At the heart of the gameis group work, which trains skills of collectiveactions, develops intuition and imagination, teaches to realizeone's own and others' role, mobilizes skills and knowledge.Thereis a phenomenon of group cohesion, which draws participants toeach other after game, giving a resource for real implementation of results.

Pedagogical experiment is a specially organized activity with predetermined research objectives.The success of theexperiment depends on the theoretical and practical readiness of the researcher; his/her interest and desire to study a particular problem, as well as on what methods will be used toconduct it.As the last, we propose toconsider the questionnaireand theeducational business game.

The purposeof experiment is to study theeffectiveness of using business games and their comparativeanalysis with traditional types of teaching. Theexperiment on effective ways of using business games at theEnglish lessons was carried out at KhojaAhmet Yassawi Kazakh-Turkish International University.Theexperiment involved students of Philology Faculty.Students of third year on specialty "two foreign languages" (english and turkish languages) participated in the study in the discipline "Practical English".Thirteen students wereinvolved and took part in it.Theexperimental work took place within 3 weeks during our pedagogical practiceat university.

In this regard, at the first stage (Pre-experimental stage) observing theability level of game participants on the basis of traditional forms of teaching the following criteria was applied to students.Such as, multi-alternative solutions, leadership, learning of material, the formation of a professional mentality, the development of self-criticism skill, development of erudition, formation of communication skills.Criteriaarecharacterized by descriptors, giving them aclear ideaof theactual outcomeof the task assignments (for each specificcase), and corresponding appraisal - determines the degree to which student is close to the goal.During the lesson results of theobservation were determined by the following descriptors.13 students were fully involved.

Table 1 – The results of **Pre-experimental stage**of experimental work at traditional lesson

Total number of students	13	%
multi-alternative solutions	5	38,6
Leadership	3	23,1
learning of material	7	53,8
formationofaprofessionalmentality	6	46,2
developmentofself-criticismskill	2	15,4
development of erudition	4	30,7
formationof communication skills.	8	61,5

Thus, it shows their initial indicator of their attitude to the subject as a whole.

II stage– experimental stage
During this stage, we put forward the solution of the following tasks:

- to understand professionally significant situation, relying on their knowledge;
- beable to generalize the facts;
- express their attitude to the partner's proposals / decisions;
- beable toexplain one's position / approach;
- beable to request detailed / more specificinformation;

Students were divided into 2 subgroups, 6 students for each, and one student was selected as an expert in business games.Theexpert and participants in the game were given criteriaassessments, as well as the scenarioand rules of the game for advance.The results of effectiveness of using business games in comparison with traditional types of teaching wereassessed by students themselves.Moreover, for assessment weapplied questionnaires at theend of experiment.Now we would like to describe the moments and used structure for business game.Preparation for the game lasted 2 weeks; we formed three stages for the business game.Stageone – Presentation (organization moment), Stage two – Preparatory moment (analyzing, discussing), Stage three - Acting out (implementation).

Several scenarios of critical situations werecreated with the useof visual aids like posters, balls and other materials according to thechosen topicof the group members.We divided the gameinto two parts.On the first part (analyzing different scenarios of the game), the game participants selected the "Super boss" business game scenario where the first group selected the story "General Director of British Airlines", and the second group of participants chose "The head of Glamour beauty salon". The gameis socio-dramatic play; therefore, each participant should perform his/her role, putting himself/herself into modern leader of oneorganization.The subjects of the game were very diverseand allowed both participants and spectators to show their abilities and creativity.In addition, in the second part, each group independently choseand madea situational problem on their chosen topics, where they also had to show the specifics of their profession and the roleof each professional in their field.

Purposeof the game: professional self-determination, the formation of communicativeand moral competence, the stimulation of creative self-development and self-improvement of personality. Based on this, the participants had to show a fragment whereeach person seeks to become successful in life.However, success comes only toone who found himself, found exactly thearea where hecould achieve success.The path to life success is never late to begin. Why not to set a goal to becomea high-class professional in achosen profession and head of an enterprise, firm or agency.

Tasks:

1. To help future professionals in determining their level of willingness to participatein theadult lifeof society, tocompareand analyze their competitiveness and professional competence, to think about their vocation.

2. Develop ideas about professionally significant qualities, the desireof students toachieve life success, competitiveness in all spheres of life; ability to group-oriented behavior.

3. Bring up the need for creativeactivity, creativity, a positiveattitude towards work.

Each participant performed his/her role, creating a real critical situation, which is acommon occurrencein the work of each leader.One team of students watched theactions of their classmates, and in the meantime, expert wrote down the pros and cons.After one game, the team members changed roles. During thecourseof the gamein the second stage, students changed roles, for example, if in the previous scenario the student played the roleof a leader or an employee, in the next scenario he was a passenger. After working out the scenario, a discussion of errors was made with the help of an expert appraiser.The teacher in this case played the roleof a facilitator, directing the work of the teams only in dead-end situations.

Assessment

For their work, each group receives scores.That was discussed and prepared during theexperimental stagein advance.The group that scored the most points wins.«Expert» commented the results of groups' work on.Weconsidered right that scores and points should be both moreobjective, becauseit is not enough to draw aconclusion about the work (satisfactory or unsatisfactory) you need toargue your position, point out the strengths and weaknesses.It is advisable to begin theassessment with the fact that the participant was able to do successfully, only then go to theanalysis of failures.It is important to focus not on the participant's misses, but on his/her abilities (how and what needs to beaccomplished, modified), that is, to give them direction and stimulation to his/her further activity.Assessing a participant in the game, one should ask oneself questions: "DoI notice the main thing in a person or I turn toa secondary one?" In theevaluation process, it is important toavoid the temptation toassert yourself due tocriticism and humiliation of the participant in the game.It must be remembered that evaluation is not a diagnosis for life. It should be remembered that a person is constantly changing, evolving, and soon or later, evaluation may stop to be true to fact. Following all it clarification during the preparation for the game, we discussed all these moments with theexpert in advance, discussed everything in detail soas not toinjure the participants' psyche, but rather give them achance to show their hidden abilities and thereby motivate them in their further work. Thus, the problem of assessing the participants in the gameis related to how objectively it was possible toimplement it, how fair its result is.In addition, we must evaluate the participants in order to promote the development of personal and business qualities, increaseinterest in learning English in particular. In other words, we value the participants of the gamein order to make them even morecapableand successful.Critical assessment were prepared and discussed by the gameorganizer and evaluator - expert in details.We have been guided by such criteriaas quality and properties of participants' readiness, useof supplementary materials, compliance with

the goals and objectives of the game, achieving the goals of the game, theability to demonstrate their emotions, erudition, perseverance, ability toexpress their thoughts and feelings, respect for theopinions of others, flexibility, self-criticism, taking jokes and etc.

Results and discussion

It took time to prepare for business games, but interest in them became unusually high.Very often during the game, participants in a stateof emotional uplift resorted toimitation and dramatization.Business gameas a method includes other forms of active learning.For example, in the process of its preparation and discussion of the results, the methods of discussion, analysis of specific situations, action on instructions, solving production problems, etc.were used. Thus, on the basis of business games, various teaching methods were synthesized, while theeffect of using theabove techniques in combination with game tools significantly increased their knowledgein another area, because thechosen themeof the game used lexical materials for the beauty industry and airport terms. Thus, it can be noted that with the help of game students developed their theoretical and practical thinking.It is generally accepted that a business gameis a way of teaching, developing skills and abilities tochooseand make decisions, stimulating communication, developing creativeabilities, sharing experiences, motivating educational activity, positioning theindividual.However, wecan alsocall one more function of business game - it is a function of research through experiment.Indeed, business gamecan be not only a method of training, but alsoa method of research.In support of this idea, you can givea description of the business game, which most clearly characterizes this function.

The participants of the game were divided into two subgroups.Each of the subgroups were given certain activity roles.This is the roleof civil servants, managers, ordinary workers, managers.In subgroups, they should realize these roles in the form of aggregateinterests of professional activity, coordinated with theinterests of society and theindividual.The very discussion of theseinterests gives a lot of research information.It is possible to discipline the discussion of a special program of problems in the form of a set of questions posed. For example, how can theseinterests be realized, how to solve the problems of their collision, conflict situations, why are theinterests different, in which cases do they come together and when they diverge to the limit? Next, the goal of the business gameas a means of training or as a means of experimental research is set.

In the process of conducting it, not only an individual, but mostly a systematicone, we discovered new laws of control, organizational behaviour, communication activities, leadership manifestations, the formation of art, the resolution of conflict situations, and soon. Practiceconvinces theeffectiveness of such experimentation.The main thing is that experimentation is not alien to research and experiment can bea very effective method of explaining unknown and incomprehensible situations, searching for new solutions, foreseeing the future, determining objective trends in development in this area.

After theend of the business game, a group of students noted the brightest and most memorable moment when they used visual aids such as beauty equipment and the solution of theconflict between theclient and the beauty salon personnel, which caused many positiveemotions in the second group of participants.And another other equally exciting moment, when some participants in the second group forgot their speeches, some students got panic, as a result of which the student forgot everything he had taught the day before.Seeing this whole situation, we, as theorganiser of the game, had to stop playing the game for a while, and give them an opportunity to gather in a few seconds and start all over again, as if nothing had happened.Ultimately, an opportunity to return to the situation and replay it with hope for the best, helped students toconsolidate their theoretical knowledge with practical skills.Such scenarios allowed students to develop communication skills, the skill of interprofessional interaction and team working skill.As a result, the first group of students went ahead of their fellow students, proving their capabilities and abilities in a business game.

The business gameis accompanied by the mobilization of students' creativeabilities and creates an emotional motivation toactively search for information, its usein solving a specific problem.Thus, the useof business and role-playing games in teaching causes students' interest in learning, stimulates the memorization process, helps students to bring necessary skills toautomatism.An important aspect of this approach to the formation of the student's experienceis direct access to the study of a foreign language [71]. This creates a special psychological atmosphere for the development of thecreativeabilities and thinking of the student.Theanalysis showed that using this kind of training creates the greatest motivation for activating the student's independent work [72].Despite the need for great self-disciplineof students in this form of work, most of them express the desire to work on this techniqueas the most effective model of self-education, which allows you to preparean independent, thoughtful specialist in their field.Thus, thecreated educational environment increases theopportunity for interaction and helps toachieve the necessary professionalism.

Stage 3 - (Post-Experimental Stage)

In order to define the most effectiveand ineffectiveaspects of training through business games, the following questionnaire was prepared for students "Student Assessment Loyalty".This survey shows the result of the business gamein interest rates.

Table 2 - the results of Post-experimental stageof experimental work on using Business gamein the process of teaching English.

In percentage

№	Questions / options	a	b	c
1	Assess your impression on the gamein whole	23%	41%	31%
2	What did you likein group	38%	23%	38%

	work?			
3	What did not you likein group work?	23%	15%	62%
4	What helped you in completing assignment in the process?	31%	41%	23%
5	What were you guided in the decision-making process?	38%	38%	23%
6	Was theopinion of group members taken intoaccount when making their own actions?	77%	23%	-
7*	How do you evaluate your actions and group activities?			
8*	If you played this gameagain, what would you changein the model of your behaviour?			

** These questions wereanswered by their own words as they concerned each player separately, containing a personal point of view.

Questionnairecontent areillustrated below in the form of a diagram
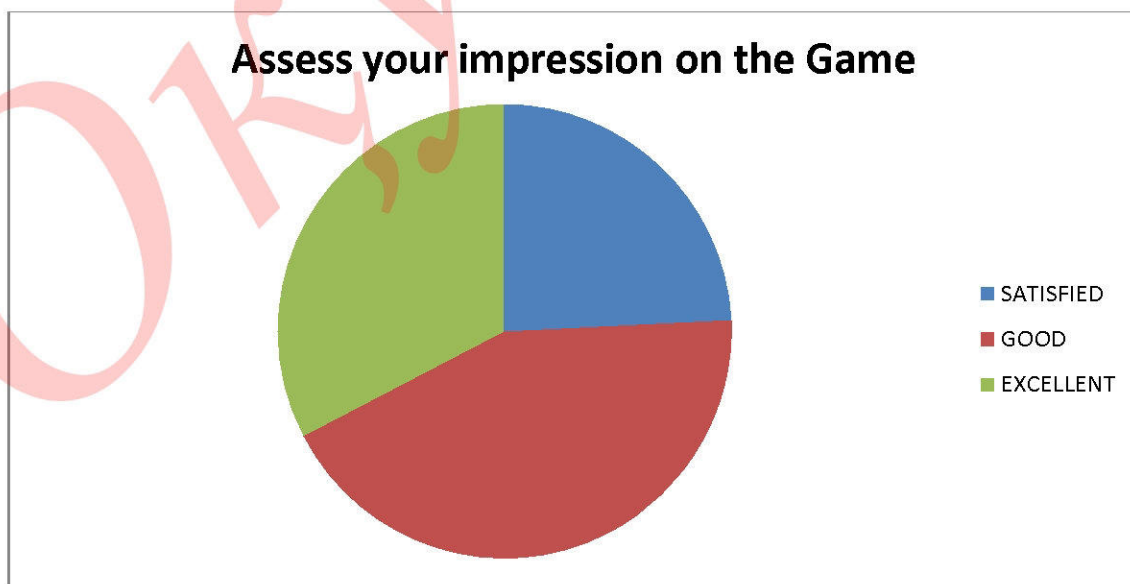
Figure -1
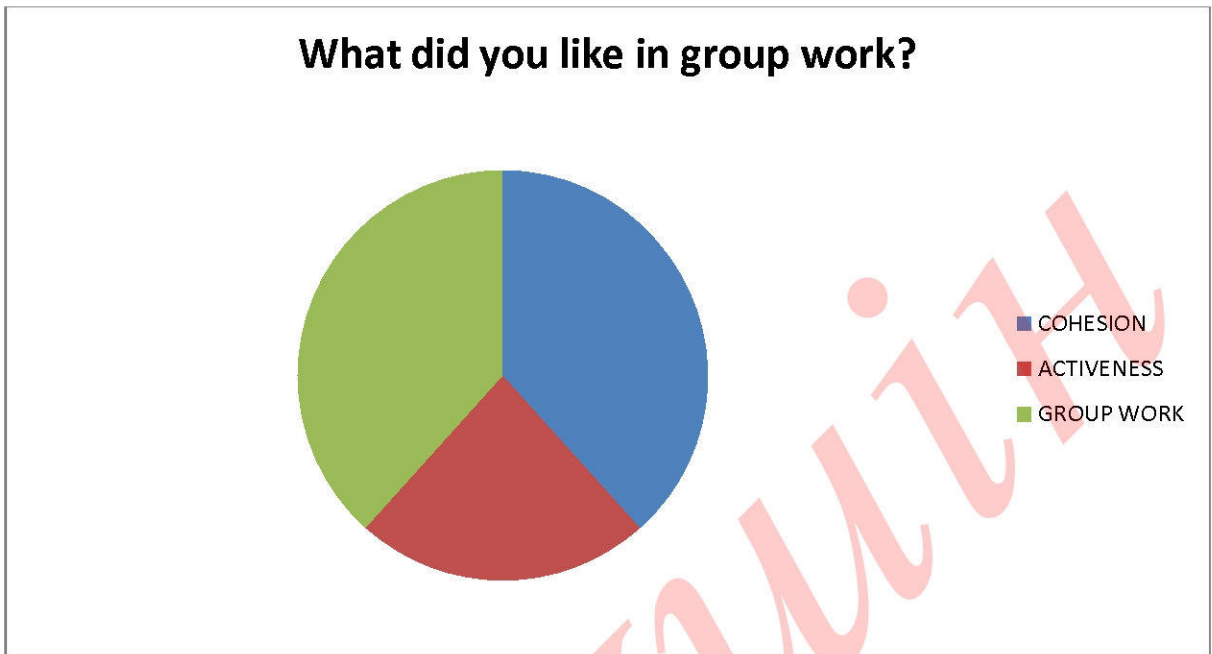
Figure -2
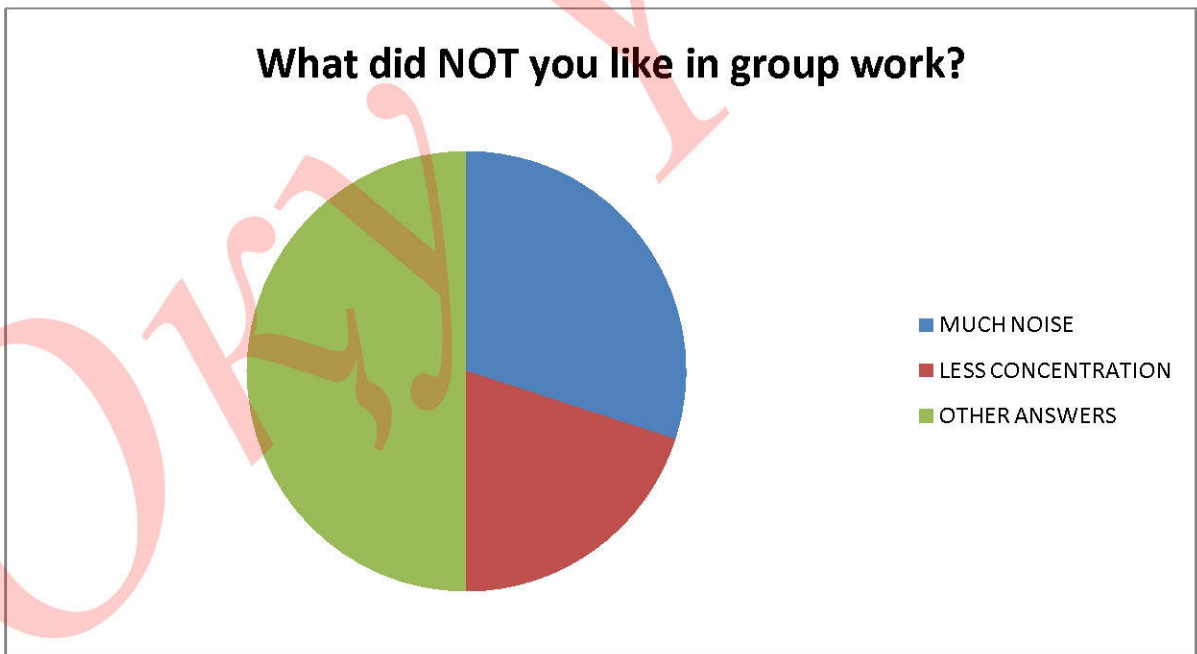
Figure – 3

** **OTHER ANSWERS:** (much timeon pre-gameactivity, inefficiency in decisions, varying attitudes)

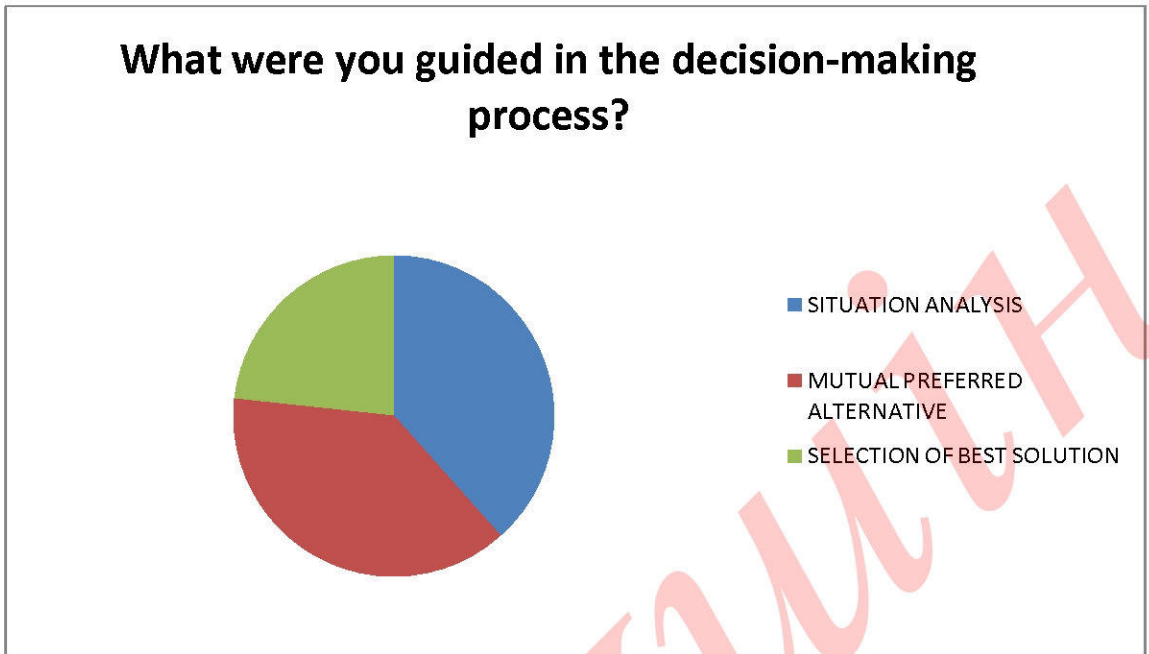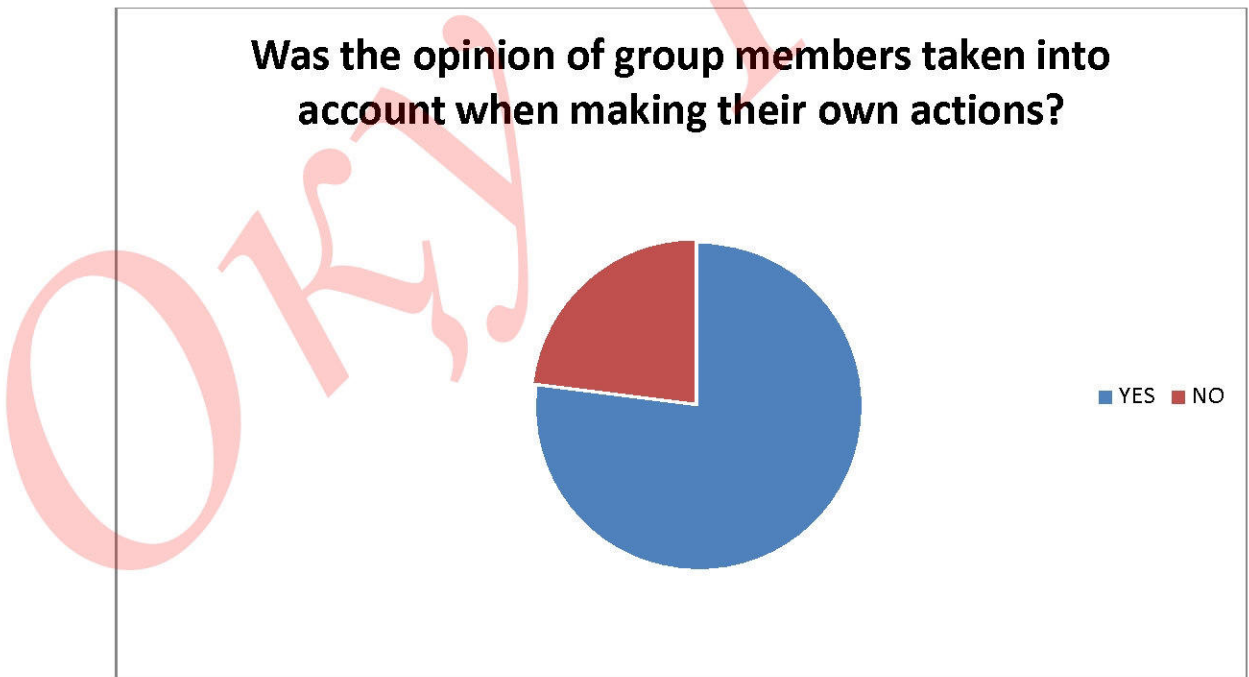## What were you guided in the decision-making process?

- SITUATION ANALYSIS
- MUTUAL PREFERRED ALTERNATIVE
- SELECTION OF BEST SOLUTION

Figure-4

Was the opinion of group members taken into account when making their own actions?

YES NO

Figure – 5

What helps you during the lesson to complete the assignment?

- MOTIVATION
- GAME PLAN
- CREATIVITY
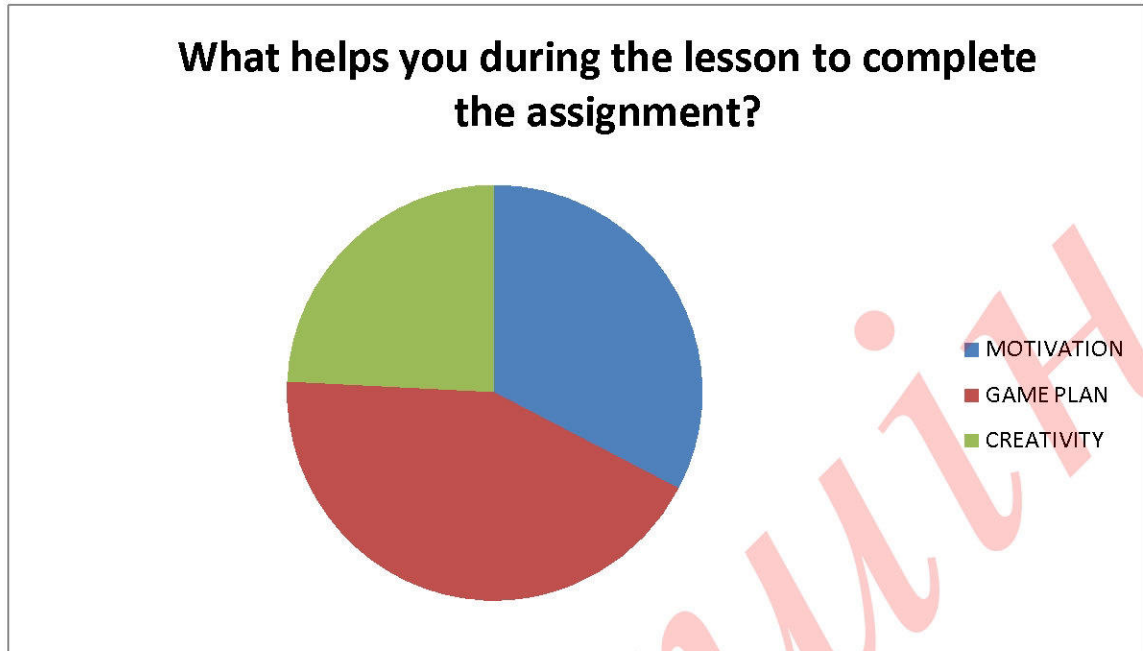
Figure– 6

The biggest premiseof our experiment is that students consider the period of study at the university as the most important stageof professional development, that is, theacquisition of skills of independent creativeactivity, theability toorganize theindependent work of their future professions. Moreover, in order to satisfy the research tasks, we specially developed the questionnaire "Student assessment loyalty" (Table 2), containing direct and indirect questions and standard answers.The questions were drawn up in such a way that they reflected the main parameters of the process in organizing independent work, which were presented in a training business game.

The goal was toidentify the positiveand negative points perceived by the respondents in the process of organizing business game.

For example, on the question "Assess your impression on the game", the following answers were received: Satisfied / Good / Excellent – 23% /41% /31%

So, more than half of the students areimpressed with theorganization of business gamein whole.

This tableand their images on the diagram demonstrate that the numbers of students wereinvolved in the gameit means that business game favourably influenced on participants.

Table 3 - The results of experimental work on using Business gamein the process of teaching English in percentage

Total Number of Students	13	%
MULTI-ALTERNATIVE SOLUTIONS	10	77
LEADERSHIP	10	77
LEARNING OF MATERIAL	13	100
FORMATION OF A PROFESSIONALMENTALITY	12	92,3
DEVELOPMENT OFSELF-CRITICISMSKILL	9	69,2
DEVELOPMENT OF ERUDITION	10	77
FORMATION OF COMMUNICATION SKILLS	11	84,6

This table demonstrates students' acquired skills in the process of gameand all thesecriteria were used for their assessment and to define their skills which they developed during the game.In addition, all these skills were used at traditional lesson of teaching English and showed its results in theabove.

Moreover, to this table we havecompiled a diagram with acomparativeanalysis, which clearly shows the result of the work done.As it can be seen here:
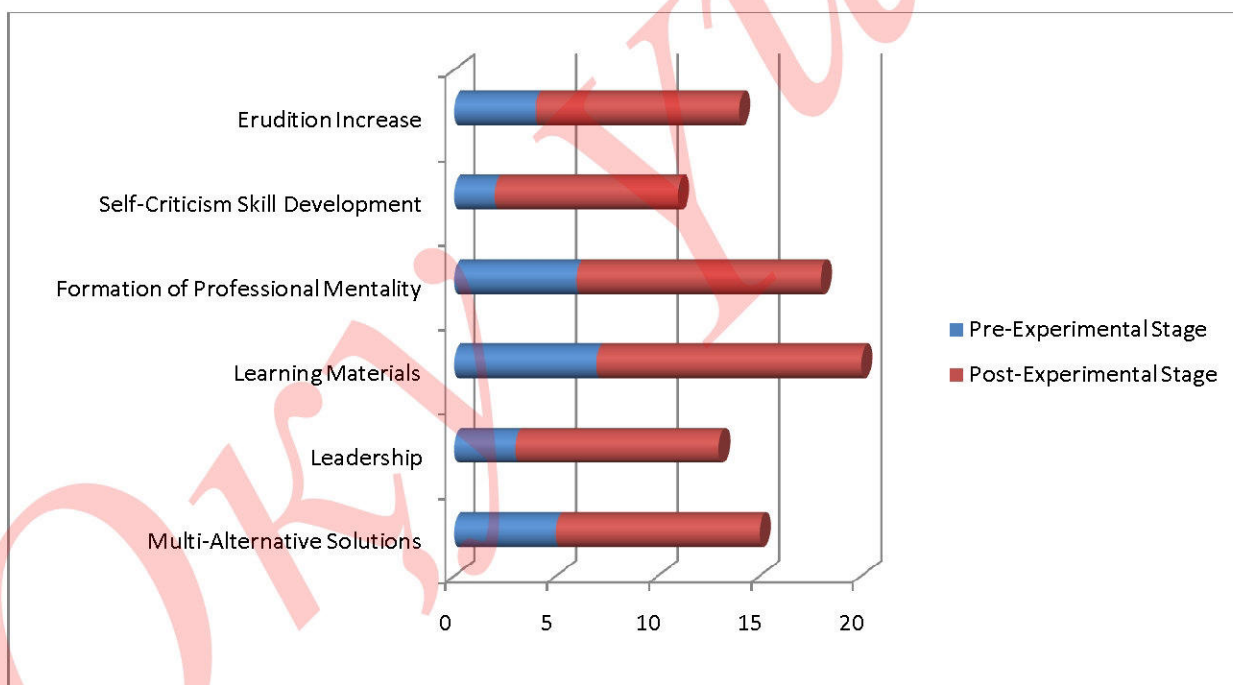

Figure -7. TheresultsofPre-experimentalandPost-experimental stagesofexperimentalworkonusingBusinessgameintheprocessofteachingEnglish

Thisdiagramindicatesstudents'noticeabledevelopmentinlearningEnglishduringthebusinessgameandweseegreatdifferencebetweenthesetwostages.Moreover, comparativelyshowstheresultsofperformedwork.

When questioning students who participated in role-playing business game 77 %ofthemnoted suchskillsasmulti-alternativesolutions, leadership,

eruditionincrease,100% ofstudentsnotedrapid assimilation of learningmaterial, 92,3 % of students noted theformationofaprofessionalmentality, 84,6% ofstudentsnotedan improvement in communication skills, andonly 69,2% ofthe respondents noted thedevelopmentoferuditionintheteam.Weusedthequestionnaireinourstudyasameansoffi rstorientationinthequestionunderstudy, andalsobecausethequestionnaireisatraditionalanduniversallyacceptedmethodforcondu ctingapedagogicalexperiment. Whensumminguptheresultsofthesurvey, amathematicalmethodwasused, notingthefrequencyoftheanswersgiventothequestions.

Participationinthesimulationexperimentisatediousjob, requiringthecostsofmentalstrength.Thecreationofanimitationmodelinitselfrequirescrea tivetensionfromitscreator, theabilitytoorganizeitsindependentworkfromthestandpointofcreativity.Theprocessofus ingalreadycreatedmodelsisarelativelysimplematter.However, inorderforthegamemodeltoworkandservethepurposesofthepedagogicalexperiment, theplayersthemselvesmustshowcreativeenergy, aswellastheleadershipofthegameintheprocessofconductingit, thatis, actuallyexperimenting.

Modernpedagogicalexperimentrequiresnotonlyhuman, materialandtimeresources, butalsothegamecultureoftheexperimenter, whichincludesthemethodologyofsettingtasks, thetechnologyofexperimentation, themethodsforselectingexperimentalteams, waysofformingknowledge, etc.

Theconstructionofagamesimulationmodelandtheconductofanexperimentbytheme thodofaneducationalbusinessgamecanbeconsideredasaspecificformofcollectiveactivit yinthestudyofpsychologicalandpedagogicalproblems, decision-making, systemdesign, andsoon. Thegameexperimenttoacertainextentisaspeciallyorganizedexamination, wheretheexpertsactasparticipantsinthegame.Afeatureofconductingresearchbusinessga mesisthatplayersaregivenanactivepositiontostudythesimulatedsystemfromtheinsideout .

Theirexpertactivityunfoldsonthegeneralbackgroundofthephenomenathatariseintheproc essofthefunctioningofthegameobject.Theknowledgeandexperiencethattheparticipantso fthegamehavebeforeitsbeginningaresupplementedbytheexperiencetheyacquiredtogeth erinthecourseofthegameexperiment.Onthisbasis, theprerequisitesfortheemergenceofnewknowledgeareborn, thetruthofwhichisconfirmedbytheresultsofthegameexperiment. Thisexperimentcanbeanimportantstepinachievingtheultimategoal– thefoundationofnewknowledgeinpractice.Thepropertiesofthegameasaninstrumentofkn owledgegivegroundstohopethatgamesimulationcanserveasamoreeffectiveplatformforc oordinatingcognitiveactivitythantraditionalcollectivejudgments.So, theeducationalbusinessgameisameansforgeneratingnewknowledge, whichitselfisborenintheenvironmentofitsparticipants.Anotheradvantageoftheeducationa lbusinessgameasawayofcarryingouttheexperimentisthatthegameisnotonlyaformoftrain ingorganization, butalsoawayofmodelingthefutureindependentprofessionalactivity, whichinitsturnpresupposesanindependentresolutionofproblemsituationsandtheactives

olutionofthelearningtasksarisingfromtheformulationproblems. Basedontheformulatedtheoreticalpropositions, dependenciesandhypothesesinaccordancewiththeselectedresearchobjectives, abusinessgameisconstructed.Itshouldbeassimpleaspossibletoensurethevisibilityofthee xperiment, butalsocomplexenoughtoensurethenecessarylevelofcorrespondencebetweentheresults ofthereal-worldexperiment.

Obviously, theeducationalbusinessgameisaverycomplicatedthing; itsimplementationrequiresahugepreliminarypreparation. Equallyimportantisthetechniqueandtechnologyofthegame, aswellastheanalysisandevaluationoftheresultsobtained, forwhichtheycreatethegame. Bywork, businessgamesareequivalenttothedevelopmentandimplementationofautomatedmanage menttools.Moreover, theuseofmethodsofgametrainingrequireshighskillfromtheorganizer.Atthesametime, theeducationalbusinessgameallowsstudenttotryhimselfasafuturespecialist. Inaddition, fromthispositionthemodelingofindependentworkintheeducationalprocessoftheuniversi tycanbeconsidereddesirable, allowingconnectingeducationalprocesswithpractice. Thisisanotheradvantageoverthemethodofquestioning.

Intheprocessoftheeducationalbusinessgamethereshouldbeacollectivecreativityofa llparticipants, includingplayers. Theirrolesshouldnotbepassive.Itistheplayersinteractionwithotherparticipantsinthegam ethatmustmakeasignificantcontributiontothesolutionofthestatedresearchtask.

Theapplicationofeducationalbusinessgamesforresearchpurposes, ifitdoesnotleadtoanyscientificdiscoveries, willallow: totestcertainhypothesesintheconditionsofthetrainingexperiment; toorganizeinteractionofspecialistsininterdisciplinaryresearchwithintheframeworkofpe dagogicalsciences; trytobuildnewmethodologicalconcepts.

Conclusion

ThethesisexaminesissuesinefficiencyofusingbusinessgamesattheEnglishlesson. Thepurposes of the research work are to definea business gameas a method of active learning and to provein practiceits effectiveness. To justify the features of the business gameas a method of group training and disclose theadvantages and rules of effectiveapplication of the game, the possibility of using them in theeducational process.Business gameis oneof the means of forming professional qualities. In the process of game, students performed actions close to real life that took placein a real professional or life situation.Theaim of the training is formed before the students through the game. The game simulations are recreated in the roles of theaction of professional activity; mastering of skills, knowledge, abilities occur in the process of playing activity; training acquires acollective nature, while the gameintroduces an element of competition; theachievement of the purposeof the lesson is related to the results of the game. The main advantages of business gameinvolves in getting emotional pleasure from learning, increasing interest in the subject, issue, problem, that recreating the subject content of professional activity, diagnosing and developing their own abilities; training in conditions close to real. Disadvantages involves in increased requirements for the teacher as theorganizer of the game, increasing the workload for the teacher and for students, related to the preparation and development of tasks for the game, frivolous attitudeof participants to the game; The danger of moving from the teaching aspect of the game to purely competitive. Practicingbusiness game, we fully realized that it is a system that is regulated only by its conditions, and it can be defined as a self-regulating system. The gameincludes participants in free, creative relationships as equal partners. If the teacher is excluded as a participant in the game, he/she goes to the "background", in the number of spectators, removing the psychological barriers of communication among students. The student fills his/her actions in the game with individual features of self-expression, achieves professional and intellectual recognition in the group, that way exists a need for the formation of continuous learning readiness for him/her.

Theeffectiveness of using the business gameas a developing active method is largely determined by the position of the teacher, his/her focus on creating a person-centered pedagogical space, democratic teaching style, dialogic forms of interaction with students, knowledgeof the real possibilities of students.It should also be noted the need for systematic useof active forms, gradual increasein the degreeof student independencein educational and cognitiveactivities, and in the reduction of various types of teaching help. Theeffectiveness of the gameis determined by the professional competenceand skill of the teacher. If the teacher does not haveauthority as a professional, he/she does not havea deep contact with students; the business game will not produce theexpected positive result. The result can be negative.

We should follow these rules to use business games effectively in theeducational process:
- choiceof the game's theme, which contains a pedagogical situation or task;
- determination of the business game type for the purpose (the formation of knowledgeand skills, training in labor operations, research, decision-making, design, etc.);
- development of the business game (definition of the goal of the game, a brief description of the rules, justification of theamount of knowledgeand skills that the participants of the game must possess beforeit starts);
-analysis of the main rules, relationships, relations in the modeled activity according to the problem underlying the game;

Thus, in order to reach educational goals by training competitive young professionals, able to perform effectively in their professional career, it is extremely important to use widely teaching innovations, including interactive technologies. Conducting business and role-plays in dialogical training, with a subsequent implementation of gaming options increasing in difficulty, undoubtedly lays the groundwork for the formation of professional thinking. According to the results obtained from the descriptiveanalysis it may beconcluded that thecollective form of interaction and communication teaches learners to formulateideas in a professional manner, master spoken English, hear, listen toand understand others, arguecorrectly and reasonably. Joint efforts require not only individual responsibility and autonomy, but also self-organized teamwork, dedication, mutual responsibility and discipline.

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APPENDIX

1. GAMES: MOTIVATING THE UNMOTIVATED IN TEACHING FOREIGN LANGUAGE//«Дүниежүзілік тарихтың өзекті мәселелері» атты халықаралық ғылыми-практикалық конференция материалдары, Түркістан, 31 наурыз 2017ж. (баяндама)
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