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Variative application of teaching methods in the process of studying English by future economists

Actual scientific researches and issues analysis. Professional training is a purposeful process of training real and potential employees with professional knowledge and competence to acquire the skills necessary to perform professional functions. Various forms of vocational education such as training in higher and specialized educational institutions, internships contribute to this improvement of professional abilities in the workplace. The needs of the innovative domestic economy require changes in education and training future economists as well.

The dynamics of the development of higher professional education, the modernization of the education system in Ukraine reveal the presence of contradictions between the increased requirements of society to the level of proficiency in foreign languages by future economists and the insufficient development of theoretical foundations and shortened classroom hours of practice in foreign language at a university. These contradictions caused the problem of foreign language training for future

specialists. Solving the problem requires the search for forms, means, methods of professional foreign language training of students which will ensure a high level of quality of language training.

Results and discussion. To increase the efficiency of the formation of professionally significant qualities of future economists at the stage of university education, we consider it necessary to use a variety of different methods of teaching. By method we understand a set of techniques for achieving the goal: the formation of professionally significant qualities of future economists and the development of economic thinking. Variability is the combination of methods that are necessary for the formation of a certain professionally significant quality. In this case, all methods are chosen with taking into account the personal and activity approaches, and are aimed at the active interaction of students and teachers, taking into account their characteristics. With the varied use of various methods, a certain emotional mood is created and the learners' desire to participate in joint creative activity is stimulated. The content of the created learning situations reflects the specifics of the professional activities of economists. To such methods we include lectures-dialogues, binary lectures, lectures-visualizations, business, role-playing games, brainstorming, individual research work of students.

Not being able to go beyond the educational process or change the educational standard, we limited ourselves to the introduction of various methods in classes in such humanitarian and professional disciplines as a foreign language, philosophy, political science, sociology, pedagogy and psychology, economic theory, management. Traditional methods of teaching these disciplines often represent the transfer of theoretical knowledge in lectures or practical classes (for example, there are no lectures in teaching a foreign language). The consolidation of the information obtained takes place in practical classes according to the disciplines. We note that a significant part of the time students spend on the repetition of information previously obtained in lectures, as well as on the control of its assimilation. Since we used a variety of methods in the classes for special and general educational disciplines, it is necessary to demonstrate their content and mechanism of action.

For example, one of the forms of the non-traditional lecture is lecture-visualization. It is proved that a large amount of information transmitted at the lecture blocks its perception, understanding and assimilation. A means of overcoming these difficulties can be the use of visual materials and technical means of presenting them. Visualization is the process of

converting verbal information (oral and written) into a visual form: charts, tables, pictograms, reference notes etc. This method allows increasing the amount of information transmitted by systematizing, concentrating, selection of the most significant elements of the message. At the same time, almost any form of visual information contains elements of problematic, as the visual material is like a curtailed thought, the content of part of the lecture. The process of visualizing a lecture material, as well as decoding it by students, always gives rise to a problem situation (or at least problem questions), the solution of which is connected with analysis, synthesis, folding and unfolding of information, that is, with operations of active mental activity. Lecturing is carried out as a commenting or joint creation of visual materials with students. The use of such lectures is effective if the psycho-physiological characteristics of the students, their level of preparedness and professional affiliation, etc. are taken into account.

Speaking of gaming methods, it should be noted that, in the process of learning, the individual and personal characteristics of the students must be taken into account. What makes games so appealing to learners? According to the report of Global Education Gamification Market 2016 – 2020, the gamification of education in the year 2015 was marked at \$93 million. However, this figure is likely to explode by the year 2020, expecting to reach around \$1.2 billion. This is CAGR of almost 68% over the next five years [6]. The gamification in education is also sometimes termed as game principles for education, gameful thinking, engagement design, or motivational design etc.

Models of communication and joint activities form the structure of the game complex, the elements of which become roles, and the relationships between them become the links. These relationships are determined by the role goals prescribed in the game. Some authors identify the following characteristic features of a role-playing game: the presence of roles and role goals of participants in games using different roles; interaction of roles; having a common goal for the entire gaming complex; multi-alternative solutions; the presence of a group or individual assessment of the activities of the participants of the game; the presence of controlled emotional stress [4].

Organizational-activity games can be characterized as follows: in such games, the activities of specialists in solving complex problems of managing socio-economic systems are modeled based on real information about their condition; roles in organizational activity games are conditional; the differences of role goals and their interaction are provided; there is a

common goal for the gaming team; collective decision making is used; provided alternative solutions; emotional stress management is provided; decisions made by players do not affect the object of control; the system of evaluating the activities of the participants in the game can be absent.

Organizational-activity game is focused primarily on obtaining a specific result of the discussion of the problem. They may be the development of the concept of the company, the development of an investment project, the writing of the charter of the company, etc.

In the framework of role-playing games, skills of behavior of participants in certain situations are being developed. For this purpose, a complex and conflicting situation is modeled, during the playback and discussion of which the process of interaction of the participants is important.

A business game is a synthesis of a method for analyzing a specific situation and role-playing games. It differs from other teaching methods as follows: the basis of a business game can be a model of a firm or a country's economy, its elements. In a business game, a simulated system is considered as a dynamic one. Decisions made by participants in the game based on the initial information affect the object of control, causing changes in its initial state [2].

In pedagogical theory and practice there is no consensus regarding the essence of the business game and the methodology for its implementation. Consequently, there is no generally accepted approach to its structure, although many of its elements are common to different specialists.

The structure of a business game, which consists of a simulation and game model reflects the chosen fragment of reality, which can be called the prototype of the model and the object of imitation. Such a model sets the subject context of the professional activity of a specialist in the educational process. A game model is a way of describing the work of participants with a simulation model. It sets the social context of the participants' professional activities. Both models are organically superimposed on each other and represent a single whole. However, each model has its structural components. In the simulation model, they include goals, the subject of the game, a graphical model of interaction between participants, and assessment systems. In the game model, the components are objectives, a set of roles and functions of players, scenarios, rules of the game.

There are two types of game goals: pedagogical and gaming. Pedagogical goals include issues of training and education, and game goals

are designed to create a motive for the game and create an appropriate emotional background.

The subject of the game is the activity of its participants, in a specific form replacing the process of real professional activity. It is set based on of the qualification characteristics of the specialist, and is a list of processes or phenomena that are recreated in the business game and require the implementation of professionally competent action. Thus, the subject of the game is the reproduction in training conditions of significant moments in the professional activities of students, the management of changing conditions of relations between the participants of the game.

The goals and objectives of a business game are realized in the actions of its participants, in the course of the performance of their functions. In determining the specific goals of the game, its educational tasks, features of the trainees' professional activities, the role structure of their activities and communication, and typical professional actions are taken into account. Also, the rules of the game stipulate the norms of behavior of its participants. The basic element of the gaming procedure is the script. It describes in verbal or graphical form the content that is expressed in the nature and sequence of actions of the players and presenters.

The assessment system is an integral element of their in-game and game model. It should, on one hand, ensure the quality control of decisions made from the standpoint of norms and the requirements of professional activities. On the other hand, the evaluation system should contribute to the deployment of the game plan of training activities. Such a system performs the function of not only controlling the students' activities on the part of the teacher, but also of self-control, ensuring the formation of gaming, educational and professional motivation of participants.

Thus, the analysis of the content of games in the psychological-pedagogical literature allows us to present them as a practical lesson that models various aspects of the activities of students. Besides, the games make it possible to comprehensively use their knowledge gained during the training of professional disciplines. We can say that in general, the game is a model of the professional activity of students in general, or of its various aspects, in particular. The basis of the role-playing or business game used in the process of humanitarian preparation of students is based on elements that enable them to activate their creative abilities and ensure the formation of professionally significant qualities and economic thinking. These include the presence of roles; situations related

to professional activities in which the implementation of these roles takes place; various problem situations.

The goal of the game determines its main content related to the formation of professionally significant qualities and economic thinking of students. So, the problem situations of business and role-playing games which increase the motivation of learning reflect specific aspects of economic activity, so they should be carried out in the study of both professional and general education disciplines. The theme of the games is chosen by the curriculum, taking into account the need to develop leading professionally significant qualities. The content of a business game correlates with specific educational goals, features of the situation being modeled, professional training of future specialists, the degree of involvement of the game in the educational process. All this allows to determine the conditions of economic activity that will be modeled in the game, the content of educational material and the nature of the tasks used in it.

The main parameters determining the nature of the role situation are the presence of the plot corresponding to the chosen communicative situation, as well as role relationships between the participants, which are often of a conflicting nature. When students take a role, they play themselves or a character in a specific situation. Therefore, in the role play there is no fear that the communication will not take place, that the behavior of the participants will be misunderstood.

In the classroom while studying English for specific purposes with future economists, we also use some games aimed to form professionally significant qualities. For example, the game "Business phone call", the purpose of which, along with the consolidation of oral communication skills in English, was the formation of sociability, creativity, responsibility (formed during preparation for the game) and analytic thinking. Students were given the task to present themselves as an investor and broker, to come to an agreement on investing. The broker must convince the investor not to make the wrong decision.

Before the start of games in a foreign language, students were already familiar with the importance of professionally significant qualities in the activities of economists, and were aware of the need to form them. In chronological terms, these games closed the cycle of the variable use of teaching methods, so the students were ready for the purposeful formation of professionally significant qualities. By imitating telephone conversations with business partners, they tried to take the initiative,

analyzed problems arising and creatively approaching their solution, making responsible decisions on behalf of the company.

The analysis of games in a foreign language showed that students, having entered the role, overcame the barrier of communication in a foreign language, difficulties in expressing their thoughts. Despite the presence of language errors, the message was lively and unconstrained. This showed students the importance of a foreign language in the process of university training in economics, and also provided additional opportunities for the development of communication skills, creativity and independent thinking.

Since the integration process implies the mutual penetration of the content of professional and general educational disciplines, the variational use of teaching methods has also occurred in economic disciplines.

From this it follows that the use of the methods of teaching increases the motivation of students to learn and makes it possible to realize their individual personality traits. We believe that this is significant not only for the study described above, but also for other disciplines at university.

During the use of a variety of learning methods such as games and brainstorming in general education and professional disciplines, students' attention was focused on the eight leading professionally significant qualities selected in the course of correlation analysis (creativity, associativity, analytical thinking, initiative, responsibility, social activity, sociability, leadership). The students of the experimental subgroup worked with great interest in all the classes where a variety of learning methods were used. Discussion of the problems that they may encounter in their future professional activities, their joint solution, the development of respect for the opinions of others along with healthy criticism — all this aroused the lively interest of students who had previously discussed these problems only in specialized economic disciplines (business economics, finance and credit, insurance, etc.).

The use of various methods aimed at activating the formation of students' professionally significant qualities created an environment for the disclosure of their potential. This made it possible to realize the possibilities of further increasing the level of formation of professionally significant qualities. Solving professional problems with the help of "immersing" them in business games, finding and analyzing solutions together, their collective analysis, taking into account the opinions of interlocutors and opponents - all this positively influenced the formation of the professionally significant qualities of students.

In conclusion, it can be established that the use of games in learning a foreign language contributes positively to the learning experience based on the information presented. There's still plenty of research to be done in the field of gamification in foreign language learning to have enough empiric evidence to sustain a theory.

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Abstracts

CZEPURNA MYROŚŁAWA. **Zmienność zastosowania metod nauczania w procesie uczenia się języka angielskiego przez przyszłych ekonomistów.** Artykuł omawia zagadnienia zmiennego zastosowania metod nauczania na uniwersytecie na przykładzie nauki języka angielskiego przez przyszłych ekonomistów. Należy zauważyć, że tradycyjne metody nauczania przedmiotów humanistycznych i dyscyplin zawodowych często są przekazywane przez wykładanie wiedzy teoretycznej na wykładach lub zajęciach praktycznych. Zmienność to wykorzystanie lub połączenie tych

metod, które są niezbędne do stworzenia odpowiedniej jakości, istotnej w danym zawodzie. W tym przypadku wszystkie metody są wybierane z uwzględnieniem podejścia osobowościowego i działalnościowego, a ich celem jest aktywna interakcja studentów i nauczycieli, z uwzględnieniem ich cech osobowościowych. Artykuł podkreśla również znaczenie metod gier, gier symulacyjnych, w których modeluje się działania specjalistów i ćwiczy się słownictwo języka obcego.

Słowa kluczowe: zmienność, metody nauczania, gra biznesowa, gry symulacyjne, słownictwo zawodowe.

ЧЕПУРНА МИРОСЛАВА. Варіативність застосування методів навчання у процесі вивчення англійської мови майбутніми економістами. У статті розглядаються питання варіативного застосування методів навчання в університеті на прикладі вивчення англійської мови майбутніми економістами. Відзначається, що традиційні методи викладання гуманітарних та професійних дисциплін часто являють собою передачу теоретичних знань на лекціях або на практичних заняттях. Варіативність - це застосування або поєднання тих методів, які необхідні для формування певної професійно значущої якості. При цьому всі методи вибираються з урахуванням особистісного і діяльнісного підходів і спрямовані на активну взаємодію студентів і викладачів з урахуванням їх особистісних особливостей. У статті також підкреслюється важливість ігрових методів, імітаційних ігор, в яких моделюється діяльність фахівців і відпрацьовується іноземний вокабуляр.

Ключові слова: варіативність, методи викладання, ділова гра, імітаційні ігри, професійна лексика.

ЧЕПУРНАЯ МИРОСЛАВА. Вариативное применение методов обучения в процессе изучения английского языка будущими экономистами. В статье рассматриваются вопросы вариативного применения методов обучения в университете на примере изучения английского языка будущими экономистами. Отмечается, что традиционные методы преподавания гуманитарных и профессиональных дисциплин зачастую представляют собой передачу теоретических знаний на лекциях или на практических занятиях. Вариативность представляет собой применение или сочетание тех методов, которые необходимы для формирования определенного профессионально значимого качества. При этом все методы выбираются с учетом личностного и деятельностного

подходов, и направлены на активное взаимодействие студентов и преподавателей, с учетом их личностных особенностей. В статье также подчеркивается важность игровых методов, имитационных игр, в которых моделируется деятельность специалистов и отрабатывается иностранный вокабуляр.

Ключевые слова: *вариативность, методы преподавания, деловая игра, имитационные игры, профессиональная лексика.*

CHEPURNA MYROSLAVA. Variative application of teaching methods in the process of studying English by future economists.

The article discusses the issues of variation application of teaching methods at the university on the example of learning English by future economists. It is noted that the traditional methods of teaching humanities and professional disciplines often represent the transfer of theoretical knowledge in lectures or practical classes. Variability is the use or combination of those methods that are necessary for the formation of a certain professionally significant quality. In this case, all methods are chosen taking into account the personal and activity approaches, and are aimed at the active interaction of students and teachers, taking into account their personal characteristics. The article also emphasizes the importance of gaming techniques, simulation games, in which the activities of specialists are modeled and a foreign vocabulary is practiced.

Keywords: *variability, teaching methods, role play, simulation games, professional vocabulary.*