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## **Theoretical foundations of using business game as a method of teaching foreign languages**

To begin with the theoretical foundations of using business game as a method of teaching foreign languages at the senior level of schooling, at first it is important to introduce methods of teaching and all the features of them.

The task of systematizing teaching methods, establishing a unified organization is considered one of the most difficult in the theory and history of teaching foreign languages.

The concept of "method" can be interpreted from two sides. On the one hand, the method can be viewed as an orientation in teaching in different historical periods of the development of science or as a methodological system. On the other hand, the concept of "method" can be explained as "ways and means of achieving the goal in teaching and learning"[1, p 204].

In order to more accurately understand what a teaching method is, we will give several definitions from various trusted authors. A teaching method is ordered participation of a teacher and students aimed at achieving a given learning goal.

According to Podlasyy, the teaching method is usually related to the set of ways of achieving goals and solving educational problems. Pedagogical literature reveals the concept of a method as only the activities of a teacher or the activities of pupils. In the first case, it is appropriate to talk about teaching methods, in the second, about learning methods. In the process of the joint work of the teacher and students, undoubtedly, teaching methods are manifested [1].

Yu.K. Babansky believes that "a teaching method is called a method of orderly interconnected activity of a teacher and students, aimed at solving educational problems."

T.A. Ilyina understands by the teaching method "a way of organizing the cognitive activity of students".

Any method, under certain conditions, has an objective value. Direct methods are best used in small groups, in a multilingual or monolingual classroom, if the teacher does not speak the language of the students. Comparative methods should only be used in a monolingual classroom when the teacher is fluent in the learners' mother tongue and when practical and educational goals are set, especially in terms of receptive language acquisition. Combined methods are also used depending on the goals and specific conditions of teaching a foreign language [2, p. 24].

Grammatical translation or synthetic method. The basis of this method is the study of grammar. Literal translation was a key means of teaching the language. The grammar of the new Western European languages was artificially adjusted to the framework of the Latin language. The process of teaching a foreign language was aimed at training thinking abilities and improving logical thinking [3, p. 26-28].

The natural method of teaching a foreign language is a kind of a kind of direct method; it was widespread in the 19th century. The terms "direct method" and "natural method" are often used interchangeably. Learning is formed according to the same principle as the development of a child's native language, that is, in a natural (natural) way. The main goal of training is the formation and development of oral and speech skills; the importance of written language is underestimated. The focus of the learning process on active training of lexical units and grammatical structures is observed [4, p. 26 - 28.].

The fundamental statement of the direct method is that the teaching of foreign languages should be based on the same psychological and physiological processes as in teaching the native language. The main role in linguistic activity is assigned to memory and sensations, not thinking [2, p. 29].

The teacher and methodologist from England, Harold Palmer, believed that the main goal of teaching a foreign language was mastering the skills of oral speech. His method is called the oral method. The system of exercises for developing correct speaking skills is of the greatest interest in the Palmer method [5, p.47].

The audio-lingual method of teaching foreign languages is based on a behavioral approach to teaching and structural direction in linguistics. The essence of

the method lies in the fact that the language is accepted as a "model of behavior" that should be taught. The prevalence of this method can also be explained by the fact that it is based on a carefully developed psychological theory of behaviorism and on the principles of structural linguistics, provides the teacher with a clear and precise teaching technology and gives self-confidence [6, p. 42].

The modern school is obliged to reflect on its responsibility to introduce these ideas to our children, who grow up from a very early age in a multilingual and multicultural world. A foreign language as a school object provides full opportunities for this. The quality of foreign language education has ceased to meet the needs of today's society and modern life, which means that the State Compulsory Education Standard should be considered as a mandatory requirement in prof. activities of each teacher [7, p. 26]. The transformation of the minimization approach into the design of the educational process based on the principle of the fundamental nature of education is reinforced by the term "Fundamental core of the content of general education", which is the main difference between the ideology of the new educational standard from past developments.

The theoretical basis of the Fundamental core of the content of general education is the ideas previously indicated in domestic pedagogy: the "core" and "shell" of school courses (A. I. Markushevich); the allocation of the "volume of knowledge" on the subject (A. N. Kolmogorov); a culturological approach to determining the content of education (MN Skatkin, I. Ya. Lerner, VV Kraevsky); system-activity approach (L. S. Vygotsky, A. N. Leontiev, D. B. Elkonin, P. Ya. Galperin, L. V. Zankov, V. V. Davydov, A. G. Asmolov, V. V. Rubtsov).

Within the framework of the state education standard, the use of interactive and active methods:

Case method. The teacher proposes as close to reality or a real situation. Students need to analyze situations, voice options for its solution, choose the best, in their opinion, of the possible solutions.

The project method consists in self-analysis of the proposed situations and in the ability to find ways to solve the problem. For the design method is characterized

by the combination of research, search, creative methods and techniques of training according to the Federal State Educational Standard.

The problematic method implies the formulation of a problem, which there may be any situation or any question, and then search ways to solve this problem by analyzing such phenomena (situations, questions).

A method of developing critical thinking with active involvement writing and reading. This method is aimed at forming a critical (logical, independent, creative) thinking. Into the technique a certain structure of lessons is included, which consists of calling stages, reflection and reflection.

Heuristic method - combines various game techniques in format of competition, business and role play, competition, research.

The research method has common parallels with the problematic teaching method. But in the research method, the teacher himself sets problem, and the task of the students is to organize a research work on the study of the problem.

Modular learning method. In this method, there is distribution of training content in didactic blocks-modules.

The volume of each module is limited by the topic, learning objectives, profile differentiation of students, their choice.

In recent years, promising results have been achieved in the practice of intensive teaching of foreign languages for the most diverse contingent of students. Intensive methods are interpreted as the optimal implementation of some progressive trends in general pedagogy and psychology, in particular, in the context of the problems of the educational role of learning processes.

Intensive teaching methods - a set of methods for teaching a foreign language, which dates back to the 60s. from the suggestopedic method, created by a scientist from Bulgaria, G. Lozanov. These methods include: the emotional-semantic method (I. Yu. Shekhter), the method of accelerated learning for adults (L. Sh. Gegechkori), hypnopedia (E. M. Sirovsky), the method of activating the student's reserve abilities (G. A. Kitaygorodskaya) , suggestocybernetic integral method of accelerated adult learning (V.V. Petrusinsky), rhythmopedia (G.M.Burdenyuk), immersion method

(A.S. Plesnevich), "express method" (I. Davydova), course of speech behavior (A. A. Akishina) and others [8, p. 82].

The "express method" was developed in the 1990s by I. Davydova. Those seeking to master a foreign language quickly and with less effort were offered to listen to specially selected texts from the sphere of everyday communication in a tape recording. Each of these cassettes is played for 60 - 90 minutes.

"Intel-method". "Intelligent teaching method". The method is based on the so-called 25th frame effect. As you know, information from the TV screen is perceived by consciousness at a speed of 24 frames per second and no more [8, p. 211-217].

The psychotherapeutic method of teaching is an intensive method of teaching foreign languages, which was developed by I.M.Rumyantseva on the basis of G. Lozanov's suggestopedic theory of intensive learning and which provides for the use of group psychotherapy in the classroom in the form of psychological trainings [10, p. 248 - 258].

The group of "theatrical" methods includes the emotional-semantic method, the method of activating the abilities of the individual and the team, the suggestopedic method, the immersion method and relaxationopedia, since the essence of these methods lies in the use of tasks that are mainly of a creative nature. That is, it is the creation of conditions for easy interpersonal communication, the organization of role-playing games and communicative studies. The emotional-semantic method was developed by I. Yu. Shekhter (1973), who considered the reliance on semantic formation, which appears in the process of role-playing, as the main way of mastering verbal communication.

One of the active methods of teaching according to the classification of Yu.N. Emelyanov, is a play: didactic and creative games, role-playing games, business games, etc [11, p 93].

Yu.N. Emelyanov, considering active group methods, conventionally combines them into three main blocks: 1. discussion methods (group discussion, analysis of situations from practice, analysis of situations of moral choice, etc.); 2. game methods (didactic and creative games, role-playing games (behavioral learning, game

psychotherapy), business games); 3. sensitive training (training of interpersonal sensitivity and perception of oneself as a psychophysical unity) [11, p 93].

Business game is a form and method of teaching, in which the subject and social aspects of the content of professional activity are modeled. It is designed to practice professional skills and abilities. In a business game, the imitation-game model reflects the content, technology and dynamics of the professional activity of specialists [12, p 37].

The specificity of the educational opportunities of a business game as a method of active learning in comparison with traditional games is as follows:

1) “In the game, the basic laws of the movement of professional activity and professional thinking are recreated on the basis of educational situations dynamically generated and resolved by the joint efforts of the participants” In other words, “the learning process is as close as possible to the real practical activities of managers and specialists. This is achieved by using models of real socio-economic relations in business games ”[13, p. 4].

2) “The method of business games is nothing more than a specially organized activity for the operationalization of theoretical knowledge, translating it into an activity context. The fact that in traditional teaching methods "is left to the mercy" of each student without taking into account his readiness and ability to carry out the required transformation, in a business game acquires the status of a method ... It is not a mechanical accumulation of information, but an activity de-objectification of a certain sphere of human reality "[14, P. 63].

The above and many other features of business games determine their advantages over traditional teaching methods. In general terms, this educational resource of business games is seen in the fact that they model a more adequate subject and social context for the formation of a specialist's personality. This thesis can be concretized as follows:

- The game allows you to radically reduce the time of accumulation of professional experience;

- The game gives you the opportunity to experiment with the event, try different strategies for solving the problems posed, etc. [15].

Thus, based on the analysis of psychological and pedagogical literature, we can talk about the insufficient development of issues of using business games in foreign language lessons. Use a methodology for organizing business games teaching discussion communication.

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