

PLAY-BASED METHODS OF TEACHING AND LEARNING FOREIGN LANGUAGES

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The use of innovative technologies for teaching foreign languages for the activation of the educational process in the higher educational agro-technical institutions to acquire a communicative foreign language competency by the future specialists has changed the structure of its organization.

Modern educational technologies make it possible to improve the quality of education, to use class time more effectively and to motivate students to fulfill tasks not only of the reproductive level of complexity, but also productive and creative. Modern educational technologies are focused on individualization, variability of the educational process, academic mobility of trainees.

When teaching foreign languages in the higher educational agro-technical institutions special attention is paid to the technology of using play-based methods of teaching and learning. Learning through simulations and game play scenarios allows students of engineering specialty to apply key theory in a practical environment. Many students will have no work experience to draw upon in order to help them understand concepts, especially at undergraduate level. As well as offering a context in which to apply and understand theory, simulations provide students with a safe place in which to gain professional practice.

Simulations also serve as an opportunity to increase student engagement: in these scenarios, students immediately 'become' what they are studying to work as: an electrical engineer, a mechanical engineer, a marketing manager.

A major role in the activation of the process of teaching foreign languages in the higher educational agro-technical institutions is given to the problem of modeling the future specialist professional activity, which is carried out mainly in the process of game play scenarios. The development of a game learning module in

the form of a block of various game play scenarios that allow modeling future professional activity of students is one of particular difficulties.

It should be noted that in the process of formation of future engineers' professional foreign language communication using play-based methods of teaching and learning the game play will perform its functions only if the interaction takes the form of communication, i.e. both communication, interaction as well as perception. Moreover communication in a game play can be understood as the connection of participants through the text, and interaction is a connection with the behavior, individuality and personality.

The presence of roles is a must in the use of learning through play technology. Their absence can lead to information sharing, and not to communication. A clearly outlined situation of professional communication in the game play and its component details in accordance with the level of the training group is of great importance.

Thus, the technology of learning through play is viewed as a sufficiently programmed process of interaction between the teacher and students, which guarantees the achievement of the goals set: the development of autonomy, self-control, and communicative culture. Taking into account the general properties of pedagogical technology other important goals set are integrity, optimality, effectiveness, applicability in the real conditions of higher education.

To sum it up, it can be confirmed that learning through simulations and game play scenarios most fully meets the task of developing skills of professional communication of future engineers as well as it develops skills of solving a wide variety of problem tasks and decision-making. It also helps organize the process of teaching and learning in an interesting and diverse manner, taking into account the age and professional characteristics of students, promote play-based skills development in communicating with students and therefore serves as a powerful means of activation, motivation and enhancing students' learning.