

# ADVATAGES OF BUSINESS GAME IN TEACHING A FOREIGN LANGUAGE AT A NON-LINGUISTIC UNIVERSITY

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**Summary.** The article deals with the advantages of using a business game in teaching a foreign language. The characteristics of the business game, stages and skills that students master by taking part in the business game are also considered. Conclusions are made about the feasibility of using a business game in teaching a foreign language.

**Key words:** a business game method, teaching a foreign language, business communication, a vocational field, communicative competence, professional activities, role-playing.

Nowadays modern enterprises have a need for highly qualified specialists who can communicate in a foreign language with overseas partners. Therefore the priority goal of the teacher is to develop a curriculum that would take into account the needs of students and provide them with methodological assistance in learning a foreign language. The main objective of teachers at a higher education institution is to graduate specialists with good knowledge that they can apply in their future professional activities. But it is not enough for graduates to have good knowledge in their specialty; they must also be able to communicate in a foreign language with their business partners. A modern specialist should be fluent in at least one foreign language [1, p. 120].

One of the most efficient methods of teaching professional communication in a foreign language is a business game. A business game applied to the teaching of a foreign language is the modeling of practical production activities

and language communication with the help of speech practice situations and the distribution of roles. The goal of a business game is to develop students' skills in business communication. Conducting a business game, a foreign language teacher strives to stimulate and develop students' interest in a foreign language on the basis of joint collective activities, creative activities and initiatives.

The method of business games, aimed at teaching professional communication, has a number of features. The business game should be based on real speech material, reflecting the specific situation of communication in the vocational field [2].

In the business game, independent learning prevails over training. This is because the teacher of a foreign language is incompetent in matters of students' specialty and cannot, without their help, competently compose a business game and evaluate its communicative results. Therefore, students are involved both in the compilation of a business game, and in evaluating it by the parameter: whether a communicative goal has been achieved or not.

Students' participation in the organization and conduct of a business game activates their thinking activity, increases their creative activity, as a business game provides them with an opportunity to actually apply their knowledge of a foreign language. Achieving success in a role-playing game largely depends on the knowledge of a foreign language, which stimulates an interest in foreign language learning as an academic subject and contributes to the desire to master it at a higher level.

The essential feature of the business game is its problematic nature. In the business sphere there are a number of typical problematic situations that require prompt resolution. Business games that stimulate the emergence of new communication situations are of great methodological value.

A business game involves the interaction of its participants. Depending on the forms of human interaction, we can distinguish the following types of

business games - game-cooperation (for example, reaching an agreement between Belarusian and foreign companies on joint construction of a plant), a game-competition (for example, preparing and discussing production and marketing projects of any kind products by rival firms), a game-conflict (for example, negotiations between a Belarusian company and representatives of a foreign company about disrupting the supply of new equipment). Each type of game pursues definite goals which the participants of the game have to achieve.

It should be noted that conducting business games requires careful preparation. Naturally, the leading role in the game belongs to the teacher. Business games usually consist of four stages: information stage, problem-solving stage, behavioral stage, evaluative stage.

There are eight basic skills that are formed during a business game:

- the ability to communicate on a formal and informal basis and effectively interact with each other;
- the ability to show leadership qualities;
- the ability to navigate in conflict situations and correctly resolve them;
- the ability to receive and process the necessary information, evaluate, compare and apply it;
- the ability to make decisions;
- the ability to allocate time and delegate tasks;
- the ability to show business skills of an entrepreneur: to set long-term goals, take advantage of opportunities;
- the ability to critically evaluate the likely consequences of the decisions [3, p. 23].

A business game is a coherent, multi-stage process, during which several cognitive and educational tasks are solved. Each area of communication develops within a particular profession in the process of socialization of the individual. Thus, it is reasonable to carry out effective training of specialists

with knowledge of a foreign language primarily at the functional level, taking into account the specialization of students [4, p. 265].

In conclusion, we can say that the use of the business game method in teaching a foreign language makes it possible to form the students' communicative competence. Apart from the knowledge of a foreign language, students get the opportunity to develop their personality, to form the skills necessary to communicate with other people, not only in their vocational field, but also in their everyday life. In this regard, active teaching methods that involve the implementation of specific situations, role-playing and business games are more widely used in the educational process at universities.

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