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### **Use of Didactic Games at Foreign Language Classes in the Process of Economic Education**

**Introduction.** *The process of economic education reforming is aimed at the implementation of interactive methods learning, tools, and training methods for future professionals, in particular in the process of their foreign language training. It is an important component of both the general competence of the future specialist and the professional since the economic terminological apparatus is predominantly of English origin. Due to the need to study methods of teaching foreign languages (English) to modernize the economic education system, it is necessary to identify and expand the positive experience of applying effective teaching methods in higher education, in particular through didactic games. The relevance of the research topic is explained by the need to intensify the educational process, develop active teaching methods for professionally oriented communication in a foreign language and solve educational problems in the learning process, due to high requirements for the level of knowledge of a foreign language as a means of business communication in economic education.*

*The purpose of the article is to consider didactic games, their varieties, possibilities of use, and effectiveness in learning English in the process of economic education.*

**Results.** *The authors are convinced that in the process of preparing students, more attention should be paid to their needs, boldly changing traditional approaches, being able to adjust strategic education vectors to meet the requirements of the modern world. Modern scientific-pedagogical workers should inspire students to study, develop, and effectively apply the entrepreneurial abilities which are acquired in universities. Professors should formulate such learning tasks that are characterized by the real application.*

**Conclusion.** *Business games are an active and effective method of teaching professionally-oriented communication in a foreign language and a means of intensifying the educational process, which can successfully overcome the psychological and linguocultural barriers in situations of business communication in a foreign language and help to shape the professional communicative competence of future economists.*

**Keywords:** *economic education; business communication; foreign language professional competence; teaching methods; didactic game.*

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### **Використання дидактичних ігор на заняттях з іноземних мов у процесі економічної освіти**

*Процес реформування економічної освіти спрямований на впровадження інтерактивних методів, засобів та прийомів навчання майбутніх фахівців, зокрема у процесі їх іншомовної підготовки. Вона є важливою складовою як загальної компетентності майбутнього фахівця, так і професійної, оскільки економічний термінологічний апарат є переважно англійського походження. Через необхідність вивчення методів викладання іноземних мов (англійської) з метою модернізації системи економічної освіти є необхідність виявлення та поширення позитивного досвіду застосування ефективних методів викладання у вищому навчальному закладі, зокрема дидактичних ігор. Актуальність теми дослідження пояснюється необхідністю інтенсифікації навчального процесу, розробки активних*

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*методів навчання професійно-орієнтованого спілкування іноземною мовою і вирішення виховних завдань в процесі навчання, зумовленої високими вимогами, що пред'являються до рівня володіння іноземною мовою як засобом ділового спілкування фахівців економічного профілю. Метою статті є розгляд дидактичних ігор, їх різновидів, можливостей використання й ефективності під час вивчення англійської мови в процесі економічної освіти. Автори переконані, що у процесі підготовки здобувачів вищої освіти економічного профілю більшу увагу необхідно звертати на їх потреби, сміливо змінювати традиційні підходи, вміти коректувати стратегічні вектори освіти з урахуванням вимог сучасного світу. Сучасні науково-педагогічні працівники повинні надихати здобувачів вищої економічної освіти навчатися, розвивати і ефективно застосовувати підприємницькі здібності, набуті у вищому навчальному закладі. Викладачі повинні формувати такі навчальні завдання, що характеризуються реальним застосуванням. Ділові ігри є активним і ефективним методом навчання професійно-орієнтованого спілкування іноземною мовою і засобом інтенсифікації навчального процесу, що дозволяє успішно подолати психологічний і лінгвокультурний бар'єри в ситуаціях ділового спілкування іноземною мовою і сприяє формуванню професійної комунікативної компетентності майбутніх економістів.*

**Ключові слова:** економічна освіта; business communication; іншомовна професійна компетентність; методи навчання, дидактична гра.

**Formulation of the problem.** The process of economic education reforming is aimed at the implementation of interactive methods learning, tools, and training methods for future professionals, in particular in the process of their foreign language training. It is an important component of both the general competence of the future specialist and the professional since the economic terminological apparatus is predominantly of English origin. Due to the need to study methods of teaching foreign languages (English) to modernize the economic education system, it is necessary to identify and expand the positive experience of applying effective teaching methods in higher education, in particular through didactic games. The relevance of the research paper is explained by the need to intensify the educational process, develop active teaching methods for professionally oriented communication in a foreign language and solve educational problems in the learning process, due to high requirements for the level of knowledge of a foreign language as a means of business communication in economic education.

**Analysis of recent research and publications.** Strategic vectors for the education of the use of the didactic games at the university-level for economy students are considered by many scholars and practitioners, including Z. M. Boguslavskaya, A. K. Bondarenko, T. I. Ponimanska, O. I. Sorokina and other scholars have studied this subject.

**Formulation of research goals.** The purpose of the article is to consider didactic games, their varieties, possibilities of use, and effectiveness in learning English in the process of economic education. The most effective use of training games requires some consistency in the use of different types of games at all stages of training.

**Outline of the main research material.** A didactic game is the only system of influences aimed at forming the need for knowledge (an active interest in the educational material), as well as the formation of more advanced cognitive skills and abilities - sensory, intellectual, mnemonic, etc. Educational games help to activate, consolidate, control, and adjust the formed knowledge, and language-speaking and course-specific skills of students.

Didactic games differ with educational content, cognitive activity, game actions and rules, organization, and relationships between participants and by the role of the teacher. These features are common to all games, but each game has its strengths and weaknesses. In terms of the number of participants, the games are divided into individual, pair, and group games. The first two are aimed at communicating with the text and the last one is aimed at communicating with partners. According to the nature and form of conducting define visual games; moving games with a verbal component; plot or situational, role-playing games; intellectual games (tests, puzzles, crossword puzzles, chain words, etc.), interactive/communicative games; complex games and so on. Games can be played on a computer, paper, etc. The games' performed actions are rated between simple and complex.

The didactic goal of games mainly consists of improving the methodological components of the competence of action, in particular when resolving decision-making situations in carrying out activities [1].

There are also speaking phonetic, lexical, grammatical, and stylistic games. Reading and listening games are designed to help to solve tasks related to these types of speech activities [8]. They foresee working with text: coding and illustration, conjecture, construction, paraphrase, reduction/extension, etc.

The didactic business game is a hands-on exercise that simulates various aspects of the professional activities of future professionals and provides conditions for the integrated use of their professional orientation while improving foreign language skills, as well as more intensive acquisition of a foreign language as a means of professional communication and studied subject [4].

**Results.** The authors are convinced that in the process of preparing students, more attention should be paid to their needs, boldly changing traditional approaches, being able to adjust strategic education vectors to meet the requirements of the modern world. Modern scientific-pedagogical workers should inspire students to study, develop, and effectively apply the entrepreneurial abilities which are acquired in universities. Professors should formulate such learning tasks that are characterized by the real application.

The game method is the most effective method of teaching a foreign language in general and a professional foreign language in particular [6]. This is an effective way of forming communicative competence as the main component of professional competence. The game method helps to solve the following complex problems:

- Assimilation and consolidation of new material;
  - Improvement of spontaneous foreign communication skills;
  - Development of creativity;
  - Development of initiative;
  - Willingness for interpersonal and intercultural cooperation both within their country and internationally.
- Didactic games also have great learning advantages:
- can be regarded as the most accurate model of communication;

- possesses great motivational abilities;
- implies an increase in personal involvement in everything that happens;
- contributes to the expansion of the associative base in the acquisition of language material;
- promotes the formation of educational cooperation and partnership;
- shape the worldview.

Thus, the role-play game has great opportunities in practical, educational, and personal development spheres.

If we talk about playing activities in the teaching process, we can distinguish the following functions, presented in the form of a scheme in Figure 1.

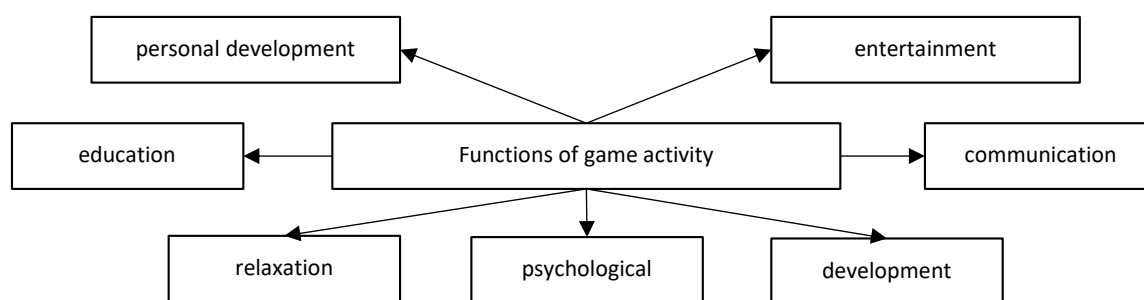


Figure 1 – Functions of game activity

Source: build by the authors based on materials [6]

Didactic games are distinguished by their educational content, cognitive activity, game actions and rules, organization and relationships between participants, and by the role of the teacher.

There are many varieties of didactic games:

- Grammar;
- Lexical;
- Phonetic;
- Orthographic;
- Creative;
- Business games;

Usage of a game while learning a foreign language has a positive effect on the quality and speed of learning. The game creates conditions for the active mental activity of its participants, stimulates students, and teaches them to predict, to research, and to verify the correctness of their decisions and hypotheses [3]. Such planning of the educational process also allows simulating the future activities of the student-specialist, which makes the foreign language not a secondary subject, but a means conducive to mastering the specialty.

The authors of the article, teachers of the department of foreign languages, periodically use these games at different stages of learning, according to the work programs. Figure 2 gives a full description of educational games.

Grammar, vocabulary, phonetic, and spelling games can be called «preparatory» to communication - they contribute to the formation of language skills. These games do not take long - from 1 to 15 minutes.

Mastering grammatical material, above all, creates the opportunity to switch to active speaking. It is known that training in the use of grammatical structures, which requires repeated linguistic repetition, tiring students with monotony, does not bring quick satisfaction. Games will help make boring work more interesting. Grammar games are followed by lexical games, which logically continue to «build» the foundation of the language. Phonetic games are used to correct pronunciation during the formation of language skills. And finally, the formation and development of language and pronunciation skills in some sense contribute to spelling games, whose main purpose is to learn the spelling of the learned vocabulary.

The purpose of creative and business games is to influence further development of language skills. There is also a possibility to develop independence in solving language problems, a quick reaction in communication, and the maximum mobilization of language skills. These games reproduce the content of professional activity and model the systems of relationships that belong to this type of work [7].

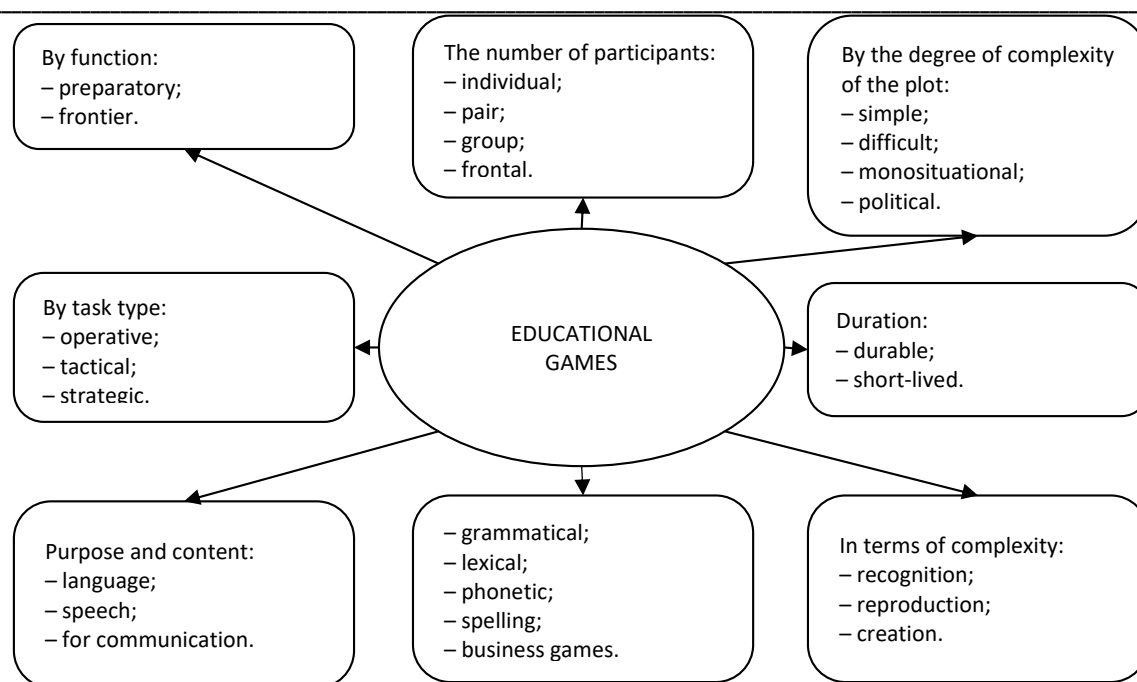


Figure 2 – Educational games

Source: *Didactic Games Classification by Derkach [2]*

Conditions in the games, which are as close as possible to real professional situations, give the opportunity to objectively assess the students' knowledge, and see where they need improvement. In this case, language is practiced in a holistic context, unlike other methods.

There are many types of didactic games: speaking, phonetic, lexical, grammatical, and stylistic games. They are used in every new module topic. Each one takes 5-15 minutes [5].

Examples of games:

- Oral (a story with errors; how, when, where, etc.)
- Written (correspondence, «hangman», etc.)
- Audiovisual (lotto with pictures, photos, etc.)
- Board games and card games (Scrabble, Lexicon, Diplomacy, etc.)
- Charades, mime (imitation) games, etc.
- Individual activities:
  - «puzzles» (crossword puzzles, anagrams, etc.)
  - game shows (media): TV, radio, numbers, and letters, guess the word, etc.

The didactic (role-playing) business game is held at the end of each module topic. The playing time is 1-2 hours (including introduction and a discussion of results). Purpose of the games: formation of professional communicative competence, development of an educational and cognitive activity, and enhancement of motivation for learning foreign languages.

**Results.** Mykolayiv National Agrarian University actively uses business games such as «Round table», «Meeting of Directors of the Board», «Monopoly», «Break-ring», «Shark of business», the purpose of which is to help the students in to communicate, promote the accumulated experience, facilitate the acquisition of new

knowledge, properly assess actions, develop communication skills, his/her perception, memory, thinking, imagination, emotions, and such traits as collectivism, liveliness, discipline, observation, and attentiveness.

The Faculty of Agrotechnology actively uses sensory games with visual and subject material (different types of cereals, sheaves, plants, vegetables, and fruits), which helps the students of MNAU to master complex vocabulary in their special area. The Faculty of Product Food Processing uses intellectual games with visual material (terminological dominoes, etc.), which helps the students activate the studied lexical and grammatical material. In the Power Engineering Faculty, the teacher uses staged role-playing games that simulate events at the plant, specific activities of people, and the conditions in which an event occurs. The tactics of behavior, actions, functions, and responsibilities of a particular person can be worked out. The main task of the re-enactment method is to teach students to navigate different circumstances, to consider other people's opportunities and to make contact with them, and affect and influence their interests and activities (for example, a business game: «Auto Exhibition in the Motor Saloon: Pavilion «Internal Combustion Engines»). For each game, the student can be scored from 0 to 6 points.

«Brain-Ring» business game is a popular game among the students who study economics. The purpose of the game: to control and deepen the knowledge of the topic; develop a sense of collectivism and the ability to work in a team; stimulate interest in learning the topic which is studied. The main task is to navigate situations of professional communication, to choose an adequate

language, to use appropriate grammatical, lexical and stylistic units, to apply knowledge of terms, professionalism, and phraseology, to develop communication and organizational skills, and to improve previously acquired skills of business language. Content of the game: students are divided into teams and each asks the other questions about the topic, or the facilitator (teacher) asks questions to the teams. The effectiveness of the game is that students can demonstrate, in a competitive form, the theoretical and practical knowledge of the material, practice communication skills on the topic, identify gaps in their knowledge, and determine the general and individual level of ownership of the topic. Rules of the game: The facilitator asks their questions on the subject material or those that students have prepared independently. Teams are given 3 minutes to discuss the answer. Scores are given for each correct answer. If the team does not answer correctly, the right to answer goes to the other team. The team that scores the most points wins.

Many students from the university have practice abroad. So, didactic games in English courses for those students are very necessary and obligatory recommended. For example, the didactic game «Airports and Air Travel» is very interesting and emotional to study. The aim of the game: Information gap activity, development of competencies for making conversations, asks and answers questions in real-life situations. Language focus: Speaking practice, active vocabulary. Activity notes: Lay out sixteen written questions - face-down - between students. This can be a seated or standing activity. Give one question strip to each student. Students find a partner and ask their questions. Encourage follow-up questions. After the students have asked each other their questions, have them exchange question strips, find new partners, and continue.

There is another example of the role play game «Auto Exhibition in the Pavilion 'Internal Combustion Engines'». Type of activity: Business game. Exhibition «Auto Exhibition in the Motor Saloon: Pavilion: 'Internal Combustion Engines'». Type of training: control of students' educational achievements. Educational goal: formation of knowledge on the structure of multi-cylinder engines. Development goal: development of analytical skills. Personal Development goal: the development of talents for business. Methodical goal: use of interactive teaching methods. Purpose of the game: to consider the professional, personal, and creative qualities and competencies of students; stimulate interest in creativity and initiative; improve their capabilities; expand and deepen the knowledge on the topic of «ICE»; present competitive teachers of MNAU; create conditions as close as possible to the real conditions of automotive exhibitions; to make changes in the intensive everyday life.

All business games are interconnected with each other. It is recommended to use them at MNAU classes in

combination with the effective practical activity of students and the achievement of the set tasks.

Imitation and role-playing games are more appropriate to use for the first-year students in module I «Everyday life of a student», block 1.3 Holidays. Role game: A Round Table for Guests "Celebration Traditions". Roleplay game: "Presentation of the University and Faculties". Some examples of didactic games that teachers can use in English classes at MNAU are: «In the hospital», «In the shop: complaint and very serious complaint», and in module II «Country studies», 2.1. Ukraine. Business Game: Brain Ring "Economy", block 2.4. "London is the capital of Great Britain". Role Play: City Tour. Competition for the best tourist route: «Kyiv tour». Module 3. Professional problems of agriculture, block 3.3 Agricultural entrepreneurship. Role Play: «Sharks of Business» (suggestions for opening a farm enterprise.) Block 3.4. My future profession. Role Play: «Round Table» of agricultural specialists. These games imitate the events and specific activities of the people and the conditions in which the event takes place. The tactics of behavior, actions, functions, and responsibilities of a particular person are then worked out. The main task of the method of staging is to teach students to navigate different circumstances, to consider the opportunities of other people and to establish contact with them, and to influence their interests and activities.

At least 90 minutes should be planned for role-playing «In the hospital». The storytelling method for the topic «In a shop: complaint and very serious complaint» doesn't take long. It can be 20 to 30 minutes. In the second year, module III, «Professional problems of agriculture», in block 3.1, «Agriculture of Ukraine», a professional vocabulary is presented, which corresponds to the topics of the MNAU Power Engineering Faculty. The relevant business game is the «Auto Exhibition in the Pavilion 'Internal Combustion Engines'». This game can take anywhere from 60 to 90 minutes.

Evaluation. The evaluation of the student's work should be based on the following criteria: content and structure; graphic and display presentation; language, grammar, spelling; and overall impression of the answer. Students will receive from 1 to 3 points for each evaluation criterion, so the minimum score is 4 and the maximum is 12.

Rules of the game participants:

- the game is serious. The way we play is the way we live;
- let's be positive;
- tolerance is, first and foremost, respect for oneself;
- the world is raging around, and we - HERE and NOW - are learning;
- the most valuable thing we have is time, let's use it for ourselves most effectively.

The program also lists the criteria for assessing students' knowledge of the topic. Students can be aware of these requests and make a goal to reach them or have a general understanding of the demands of the modern

European world. The principle of assessment of students' knowledge:

"Excellent". Students can understand the basic content of clear normative speech on topics often used at work, during training, during leisure, etc. They can solve most issues while staying or traveling in the country of the language being learned. They can speak easily and coherently on familiar topics or topics of personal interest. They may describe experiences, events, hopes, dreams, and ambitions; provide concise explanations and evidence regarding points of view and plans.

"Good". Students can understand isolated phrases and commonly used expressions necessary for everyday communication in the spheres of personal life, family life, shopping, local geography, and work. They can communicate in simple and ordinary situations where the simple and direct exchange of information on familiar topics is required. They can describe in simple language the appearance of their environment and everything related to the area of immediate needs.

"Satisfactory". Students can understand and use everyday expressions, as well as basic sentences needed

to meet specific needs. They may recommend or introduce someone and may ask and answer questions about personal details such as where they live; about the people they know; about the things they have. They can interact at a simple level if the interlocutor speaks slowly and clearly and is ready to come to the rescue.

**Conclusion.** Business games are an active and effective method of teaching professionally-oriented communication in a foreign language and a means of intensifying the educational process, which can successfully overcome the psychological and linguocultural barriers in situations of business communication in a foreign language and help to shape the professional communicative competence of future economists. Didactic games help in the educational process to activate, consolidate, control, and adjust the knowledge, language of higher education students. Thus, games have great practical, teaching, and educational value in foreign language classes at MNAU. The game is serious. The way we play is the way we live.

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