

Заключение. Таким образом, сформирован новый методический и дидактический инструментарий обучения студентов-экономистов в целях решения практических задач. Его новизна заключается в алгоритмическом обосновании готовых ответов, проектировании управленческих решений из набора исходных данных, самостоятельном применении алгоритмов, способов и приемов экономического анализа к исходным фактическим данным сельскохозяйственных предприятий. Такой подход к обучению студентов-экономистов позволит вырабатывать самостоятельные навыки поиска информации, алгоритмов решения задач, обосновывать выводы.

ЛИТЕРАТУРА

1. Алексеева, Н.А. Диагностика оценочных средств экономических дисциплин с позиций компетентностного подхода/ Н.А. Алексеева [и др.]// Конкурентоспособность в глобальном мире: экономика, наука, технологии. - 2017. - № 1-1 (26). - С. 3-7.
2. Алексеева, Н.А. Культурологические основы определения управленческого статуса федеральных образовательных стандартов высшего образования // Социально-экономическое управление: теория и практика. - 2016. - № 1 (28). -С. 185-188.
3. Алексеева, Н.А. Развитие методики факторного анализа прибыли (убытка) от продаж с учетом стратегических факторов на предприятиях молочного скотоводства // Вестник Ижевской государственной сельскохозяйственной академии. - 2015. - № 4 (45). - С. 48-55.
4. Алексеева, Н.А. Основы подготовки экономических кадров в вузах // Вестник Удмуртского университета. Серия Экономика и право. -2015. -Т. 25. - № 7. - С. 162-165.
5. Алексеева Н.А. Методика сравнительного анализа работы сельскохозяйственных предприятий // Фотинские чтения. - 2015. - № 2 (4). - С. 195-203.
6. Комплексный экономический анализ: анализ биологических активов и материальных ресурсов в промышленном птицеводстве / Алексеева Н.А., Шамсутдинов Р.Ф. [Электронный ресурс]: учебное пособие для студентов, обучающихся по специальности Экономическая безопасность, аспирантов / Ижевская государственная сельскохозяйственная академия. Ижевск, 2017.
7. Междисциплинарный подход к изучению сложных социо-био-техно-экономических систем управления в вузе / Алексеева Н.А. В сборнике: Инновационное развитие социально-экономических систем: условия, результаты и возможности. Материалы VI международной научно-практической конференции. Государственный гуманитарно-технологический университет. 2018. - С. 35-37.
8. Методическое обеспечение аналитической работы на предприятии молочного скотоводства Алексеева Н.А., Соколов В.А., Миронова З.А., Истомина Л.А., Александрова Е.В., Зверев А.В. В книге: Экономика XXI века: анализ мировой практики Москва, 2015. - С. 170-209.

УДК37.013

USE OF BUSINESS GAME IN TEACHING A FOREIGN LANGUAGE

Н. П Буланова, старший преподаватель БНТУ, г. Минск

Резюме- в статье описываются преимущества использования деловой игры в обучении иностранному языку. Также отражены характеристики деловой игры, этапы и навыки, которые студенты приобретают, принимая участие в деловой игре. Делаются выводы о целесообразности применения деловой игры в обучении иностранному языку.

Introduction. The process of globalization has enormously contributed to the growth of political and economic ties and contacts between states which in its turn has affected all spheres of the society, and first of all, culture and education. Therefore attention to foreign languages has increased at all levels of the world educational system.

A modern specialist must have a good command of at least one foreign language as the second means of communication. In addition to the fact that a foreign language is an indispensable element of specialist training, it is also an important factor in the general cultural development of an individual. 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 and provide such specialized foreign language training that would take into account the needs of students, providing them with methodological assistance in learning a foreign language thus creating conditions which can help students to achieve the goals of learning successfully.

The main part. 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 [1]. The goal of a business game is to develop students' skills in business communication. Conducting a business game, a foreign language teacher strives to develop, on the basis of joint collective activities, creative activities and initiatives and stimulate students' interest in a foreign language.

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.

In the business game, self-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 [2].

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 [3].

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.

1. Information stage, which involves receiving, learning, and updating of the professional knowledge and skills.
2. Problem-solving stage, which involves application of the theoretical knowledge of the language into practice.
3. Behavioral stage, which involves decision-making in a particular situation based on its deep theoretical understanding.

4. Evaluative stage, which helps to select and stipulate the best solution to the behavioral program [4].

At the information and problem-solving stages, the student masters the language skills of communicative intentions necessary to implement the goals of communication. Preparing a business game, the teacher processes the content plan, determines the type of the game, the participants, the goals of each communicator, plans possible ways to achieve them, and predicts problematic situations that may arise in the process of solving the tasks.

At the implementation stage, the teacher determines the purpose of communication, the roles of the participants in the game, clarifies the tasks of each participant, gives the task to evaluate the results of the business game. Conducting a business game, the teacher performs the role of an «administrator»: directs communication, leads and creates new problems, changes the direction of the game by introducing new participants, etc. In this case, the teacher corrects only those errors that disrupt communication. 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 [5].

At the evaluation stage, the teacher listens to the opinion of the «group of experts» who monitored the game, but did not participate in it: whether the game's goals have been achieved or not, what other more effective ways of achieving the same goals are possible, etc. The teacher summarizes the results of the business game and evaluates the correctness of the participants of communication. Thus, a business game is a coherent, multi-stage process, during which several cognitive and educational tasks are solved.

Conclusion. 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.

The use of the business game method in teaching a foreign language makes it possible to form the students' communicative competence. Besides 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 for professional work, but also for 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.

REFERENCES

1. Пушкина Г.Г. Проблема мотивации при изучении иностранного языка / Г.Г. Пушкина // Вестник Финансового университета. Гуманитарные науки. – 2014. – № 1 (13). – С. 85-87
2. Дулалаева Л.П. Деловая игра в обучении профессиональному иноязычному общению / Л.П. Дулалаева // Современные проблемы науки и образования [Электронный ресурс]. – 2015. – № 6. – Режим доступа: <http://www.science-education.ru/ru/article/view?id=23969>. – Дата доступа: 12.11.2018.
3. Слостенина В. А., Колесникова И.А. Игровое моделирование в деятельности педагога: учебное пособие для студентов высших учебных заведений / В. А. Слостенина, И.А. Колесникова. – М.: Академия, 2010. – 368 с.
4. Коньшева А.В. Игровой метод в обучении иностранному языку / А.В. Коньшева – Мн.: Издательство «Четыре четверти», 2011. – 23 с.
5. Айламазьян А.М. Актуальные методы воспитания и обучения: деловая игра. / А.М. Айламазьян. – М.: Владос-пресс, 2010. – 41 с.