

Секция 5. НАУКОВІ ОСНОВИ ГУМАНІТАРНОЇ ПІДГОТОВКИ СТУДЕНТІВ

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ІГРОВЕ ПРОЕКТУВАННЯ ЯК ОДИН ІЗ ОСНОВНИХ ЕЛЕМЕНТІВ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ

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Досліджено один із основних інтерактивних способів навчання практичному володінню іноземними мовами – метод ігрового проектування. Ігрове проектування сприяє створенню умов для якісної підготовки спеціалістів. Це сукупність певних дій учасників, націлених на вирішення проблеми, що оформлена у вигляді кінцевого продукту. Для підвищення ефективності навчання іноземним мовам метод повинен застосовуватися не безсистемно і епізодично, а стати ключовим компонентом навчального процесу.

Ключові слова: ігрове проектування, іноземна мова, модель організації, комунікативна компетенція, студент, викладач, методика, навички, рольова гра.

ІГРОВОЕ ПРОЕКТИРОВАНИЕ КАК ОДИН ИЗ ОСНОВНЫХ ЭЛЕМЕНТОВ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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Исследован один из основных интерактивных способов обучения практическому владению иностранными языками – метод игрового проектирования. Игровое проектирование способствует созданию условий для качественной подготовки специалистов. Это совокупность определенных действий участников, нацеленных на решение проблемы, оформленной в виде конечного продукта. Для повышения эффективности обучения иностранным языкам метод должен применяться не бессистемно и эпизодически, а стать ключевым компонентом учебного процесса.

Ключевые слова: игровое проектирование, иностранный язык, модель организации, коммуникативная компетенция, студент, преподаватель, методика, навыки, ролевая игра.

PLAYING PROJECTING AS ONE OF MAIN ELEMENTS OF FOREIGN LANGUAGES TEACHING

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The subject of study of this research is one of the main methods of interactive teaching practical knowledge of foreign languages – the method of playing projecting. Playing projecting promotes the creation of conditions for quality training of future specialists. The method of playing projecting is a set of specific actions of participants, which is aimed at solving the problem, which is framed in the form of the final product. The method of playing projecting should not be used haphazardly and intermittently and it should be key component of the learning process for increasing of the effectiveness of foreign languages teaching.

In the process of teaching a foreign language playing projecting method can perform a training function since its purpose is to master the skills and abilities of dialogical speech in terms of interpersonal communication. While working with application of this method the motivational-excitatory function is implemented causing the need for interpersonal communication, stimulating the interest of students to participate in communicating in a foreign language. It orients students to plan their own behavior and the interlocutor's behavior. Use of playing point, which helps to implement basic methodological principle – communicative orientation of training, promotes- motivation of foreign languages learning for future specialists, allows to take into account the psychological characteristics of students, the field of their future profession, by modeling situations of real communication with use of such method of training where students and teachers discuss real business situations or problems.

Keywords: *playing projecting, foreign language, organization model, communicative competence, student, teacher, method, skills, role-playing game.*

Statement of the problem. In a contemporary globalized society specialists in economics and business have to take part in the international communication, thus, knowledge of foreign languages is a must for specialists in this field.

Fluent use of professionally-oriented lexis in a foreign language; reading and understanding foreign texts in order to obtain the necessary information, mastering the basics of foreign language oral and written communication is the main purpose of teaching foreign languages in non-linguistic universities. A specialist should be prepared to establish intercultural scientific relations, to participate in international symposiums and conferences, to study foreign experience in certain fields of science and technology as well as to establish business contacts. It is obvious that the requirements imposed on modern specialist are high enough being completely justified at that [1].

Playing projecting helps create conditions for quality training, namely the capture of strategy and tactics of speech behavior such as self-presentation, negotiation (dialogue), control initiative belief invitation contract. The method of game design is a set of specific action participants, aimed at solving the problems issued in the form of the final product [2].

Review of the latest research and publications. Analysis of Russian and foreign literature as well as personal experience made it possible to determine the essence of the projecting method as a social one that creates a real-life model. For example, O.S. Polat mentions that the basis of the projecting method is the idea that is an element of the essence of the term «project» and that is pragmatically result-oriented that can be achieved while solving some practically or theoretically significant problem. This result can be observed and used in actual practical activities [3–5].

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The purpose and objective of the article. The purpose of the research is to determine and theoretically substantiate methodological fundamentals, methodological typology of playing projecting that provides professional orientation of training a future specialist by means of a foreign language in terms of a non- linguistic university. The objective of the research is to substantiate the fact that the process of training a specialist in the field of the secondary language competence in terms of the higher school will have a greater effect if:

- the content of the educational standards for English language reflects the specificity of realizing professional functions of a professional functions future specialist;
- the content of the training course in a foreign language aimed at specific professional area provides formation of the tool intellectual means of interpersonal communication;
- the system of methodological principles of organizing interpersonal communication in the process of preparing the project and its presentation;

– playing projects act as the method of intensification of the training cognitive activity, personal development and expansion of the professional sphere of specialists and provide the quality of mastering by means of foreign language communications.

Presentation of the research material. Some elements of playing can be included to any kind of activity at a foreign language lesson and then even the most boring lesson gets an exciting form.

The method of playing projecting involves the intensification of the students' independent work that is completely appropriate to the present day situation. Thus, it is necessary to teach students to think independently, find and solve problems applying knowledge from different areas as well as to form their skills to forecast results and possible consequences of various types of solutions. From the perspective of a teacher playing projecting is one of the forms of the educational process. Its aim is for the teacher is formation and development of the language skills of students.

From the perspective of students it is a playing reality in the process of which they perform certain roles without realizing the educational nature of the game. Motivation of the activities is in the content of the simulated real activity but not beyond it. One of the ways of solving this problem is applying a business game role-playing which is based on a particular situation described in the project.

Any role-play is formed so that its solution requires a student to update maximum amount of knowledge that he/she has. It is possible to bring students to the necessity to solve extraordinary problematic task, create and overcome situations that are formed during the game. This confirms for students the importance of getting certain knowledge in various fields.

This article presents an example of the project that is used in the classroom for the «Business English» course. Role-play script is a project, in this context – it is a sequence of situations of communicative context in the background of which there is communication of the training group members within the frames of the specific situation. The students had the task to study the history of the company, the sales volume of which has decreased dramatically in recent years, to develop a business plan for the withdrawing the company out of the crisis situation. Below there is an example of the project developed by the lecturers of the chair based on the materials of American trading company «Stew Leonard's Greengrocery» [1; 2].

1. Read the information in order to become familiar with Stew Leonard's Greengrocery and its products.

Stew Leonard's greengrocery

– Is located at 100 Westport Avenue Norwalk, Connecticut 06851.

- Was established in 1969.
- Has 650 employees.
- Has an annual sale of \$100 million.

Stew Leonard stands outside his 115,000-square-foot greengrocery (32,323 square meters) with two employees dressed in animal costumes to entertain customers. The fruit and vegetable department as well as the complete in-store bakery are located here. The store also has large dairy and fish departments. Stew Leonard's Greengrocery is open from 7 a.m. to 11 a.m. every day except December 25, Christmas.

Stew Leonard has been very successful in the competitive U.S. supermarket business. In addition to high profits, he has won high praise, including the Presidential Award for Entrepreneurial Achievement and an Honorary Doctorate of Business from the University of Bridgeport (Connecticut). He approaches the often dull but necessary business of buying and selling groceries with creativity and fun.

II. Study the “Stew Leonard’s Fact Sheet” and then:

- discuss the obtained information.
- make up business plan with use of the obtained information;
- add your variants to the suggested ideas.

Table 1

Stew Leonard’s fact sheet

Beginning the Business	Business Principle: Supermarket hopping should be Fun	Business Principle: Listen to the Customer
<u><i>A. The Leonard Family Dairy:</i></u> 1. Stew’s father. 2. Stew’s childhood and youth.	<u><i>A. Stew Leonard’s Role:</i></u> 1. Greeting customers. 2. Entertaining customers.	<u><i>A. Ways of Eliciting Suggestions.</i></u>
<u><i>B. Changing Times:</i></u> 1. New roads. 2. New kinds of dairies.	—	<u><i>B. The Strawberry Suggestion:</i></u> 1. A change in packaging. 2. Advantages and disadvantages. 3. Effect on sales.
<u><i>C. Designing the Dairy Store:</i></u> 1. Factory-outlet store. 2. Disneyland store.	<u><i>C. The Petting Zoo:</i></u> 1. History. 2. Business purposes.	<u><i>C. The Turkey Suggestions:</i></u> 1. A change in packaging – effect on sales. 2. A further change in packaging – effect on sales.

The next task was developing by students of business plan of their own future enterprise with use of electronic presentations. These tasks were

before the final exercise-discussion «Discussion», when students were given the opportunity to discuss the projects and propose amendments to the presented options. It is this final exercise provided an opportunity for teachers to make the conclusion on the effectiveness of use the method of playing projecting during the evaluation of level of students' proficiency in different aspects of foreign language.

Work on the project took 8 classroom hours. The topic, main purpose and objectives, stages of tasks preparation of the project were defined on the first lesson. During next two classes, students discussed collected and processed information, studied models of lexical and grammatical processing of oral and written language with use of presentation. The final lesson was devoted to the presentation and discussion of projects.

A series of experimental classes in control groups with use of projecting method in teaching foreign language of non-linguistic universities' students was conducted on the base of this project, as well as other (depending on students' specialty). The main hypothesis of the study is the fact that at the initial low academic motivation of students of non-linguistic universities, the effect of its raising which necessarily occurs during the creation of «playing» projecting reality during lessons in foreign language can be reflected in increasing the efficiency of formation skills in all kinds of speech activity. It is promoted the necessity for students to use at the same time different kinds of such activity for successful search ways of problem situations solving which are described in the project. After studying of large number of methodological material on the subject, the authors have concluded that for more effective use of playing projecting the whole process of the work should be divided into three phases: □

- before practical classes (students make up their own thematic dictionaries);-
- during the classes: analysis and review of various information resources and preparing of electronic presentation as complement to the oral report of students; □
- defense of the project; □
- after practical e classes (discussing of advantages and disadvantages of the project).

Each group is divided into sub-groups of 3–5 students for increasing of work intensity: the less people are working in the subgroup, the more each of them will be involved in foreign language communication activity during the decision-making process. The method of playing projecting helps to develop the ability to analyze the situation, evaluate the alternatives, choose the best option from the proposed, along with the development and

further improvement of communicative abilities of students, the development of all aspects of foreign language speaking activity. The so-called moderation method is used for work organizing, this method teaches students to work in team, to make quick decisions in terms of information and time lack. Each subgroup makes decisions on the base of scientific methods of research:

- expertise (reading of the project, its interpretation, translation if necessary);
- analysis of the project (students discuss issues and assigned problems);
- experiment (search for ways of the problems solving, improving, business decision-making).

During the work on the project all moderation activities are performed in the following order:

- a) review of all information which is related to the project, with translation where necessary the most difficult, incomprehensible points;
- b) exchange of views about obtained information;
- c) selection of information which is relevant regarding to tasks and problems are raised by teacher;
- d) work directly on the project in subgroups;
- e) presentation of the project;
- f) general discussion and the discussion of the project;
- g) substantiated conclusions.

Conclusions. The method of playing projecting should not be used haphazardly and intermittently and it should be key component of the learning process for increasing of the effectiveness of foreign languages teaching. Use of playing point, which helps to implement basic methodological principle – communicative orientation of training, promotes motivation of foreign languages learning for future specialists, allows to take into account the psychological characteristics of students, the field of their future profession, by modeling situations of real communication with use of such method of training where students and teachers discuss real business situations or problems. These projects are usually prepared in writing form with electronic presentation and are read, studied and discussed by students on the base of experience of real organizations. They promote the mastering of foreign languages and comprehensive implementation of practical, educational and developmental learning objectives. Role-playing business projects help to learn and organize knowledge, form the grammatical, lexical and phonetic skills, develop all kinds of speech activity, stimulate storing of linguistic material, provide communicative orientation of training process. In addition, this

research paper provides students with the opportunity to feel the necessity of foreign languages learning not only as a mean of communication but also as mean of knowledge of the world around us.

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