

IMITATIVE-BUSINESS GAMES AS ONE OF THE FORMS OF GAME ACTIVITY OF THE STUDENTS IN A NON-LINGUISTIC EDUCATIONAL ESTABLISHMENT

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Teaching of a foreign language professional speech competence should follow the path of developing creative thinking as the basis for productive speech activity, and not as the ability to reproduce ready-made clichés. The ultimate goal of teaching professional communication in a foreign language is to develop students' skills and abilities in oral professional speech. One of the most effective means of achieving this goal is conducting business games in a foreign language that imitate professional communication situations – imitative business games (ImBG). We consider this problem should be investigated in more details. Unfortunately, today most publications devoted to business games contain either a description of specific games or an analysis of the results of their application. The literature covering the principles, development and implementation of business games mainly contains advice obtained from the experience of developing and conducting specific games. Only a small number of the works consider the phenomenon of "business game" as the task of theoretically studying.

Most often, a business game is derived from a children's role-playing game, arguing that:

- 1) both games are modeling the social relations and recreate them in a new form;
- 2) both games are the tools for learning and cognition. The attempts aimed at developing of the universal theory of games and their research by Caillois Roger are considered very important to us The author characterizes a game as the activity:
 - 1) voluntary (a player is not obliged to participate in the game);
 - 2) isolated (occurring within precise, pre-determined spatial and temporal boundaries);
 - 3) Uncertain (not having a predictable development or result, the participants in the game always has the opportunity to demonstrate intelligence and resourcefulness);

- 4) unproductive (not leading to the creation of new elements or the acquisition of new goods, i.e. at the end of the game, the same situation existed at the beginning of the game is smoothed out);
- 5) subject to certain rules and conditions (the rules of the game replace the usual laws and temporarily serve as a new code that is the only one that has force);
- 6) illusory (the participants of the game are aware that they act within the framework of a conditional reality or even absolutely outside the framework of reality, unlike everyday life).

The specified principles can be used as the criteria determining the activity, finding out whether it relates to game forms of activity or not.

We have proposed such a term as Imitative Business Game (ImBG) as a most efficient form of educational linguistic-oriented game simulated the real communication of the representatives of the given profession. By this term we mean a complex technique carried out in a role-playing manner. It models one of the typical situations of group-type professional communication. Thus, an imitative business game is one of the forms of game activity.

Voluntariness in ImBG is understood differently than in entertaining or children's games. For all types of games, this principle is important, since it is directly related to their attractiveness for the participants. The information potential of games imposed and uninteresting to the participants is very low.

In ImBG voluntariness seems to be absent, since if it is an educational game, it is mandatory for all students regardless of their wishes.

The unwillingness of the players to participate in ImBG can lead either to the collapse of the game or to the insufficiently good result. ImBG should be attractive and interesting for all participants, but this attractiveness is born not before the start of the game, but during the game process. If the game has become attractive to the participants, then we can assume that their further participation becomes free-will.

In most cases, ImBG is uncertain in terms of the result obtained in the game model: it depends on the decisions made by the game participants, their language training, professional competence etc.

Often, not only the outcome of the game but also its course depends on the participants' decisions. Only the so-called demonstration games are completely defined both in terms of the outcome and in their development; they lack a decision-making process. Such games are closer in nature to a theatrical performance. Perhaps, at the beginning, it is necessary to offer such a game to students, demonstrating the process of its implementation in a foreign language.

For ImBG, the requirement of non-productivity in the material sense is also fulfilled, since its main product is information. Each ImBG is based on a code of rules for the implementation of game activities, the rules are mostly not artificial, they are often transferred from life (almost one to one). An essential aspect of ImBG is that only written or specially agreed upon rules are valid, which makes ImBG similar to a sports game.

Despite all the reality of the reproduced processes, there is also an illusory quality in ImBG. The participants of ImBG are characterized by a duality of behavior: serious and conditional. On the one hand, there is a real analogue of the imitated process - serious, on the other - the participant realizes that he does not live a real life in the game, but only plays a role - conditional.

The amount of illusory nature varies in different game models and is one of the most important problems in substantiating the ImBG method in social and psychological research. Unlike children's play, illusory nature in ImBG is somewhat different, it is limited by the framework of conditional reality: present, past or future. Thus, as a result of the comparison of a regular game and an imitative-business game, we can say that ImBG:

- 1) is a model of professional-production situations. The situations used in ImBG outwardly resemble situations of real professional communication;
- 2) the "characters" acting in ImBG are the prototypes of real functionaries;
- 3) ImBG participants are guided by the rules of real communicative communication;
- 4) when solving problem situations in ImBG, students use their existing life experience, just as in situations of professional communication;

5) in the course of ImBG, the skills and abilities of a future specialty are developed, consolidated and monitored;

6) as in real communication situations, the final result of the ImBG often depends on the individual decisions of its participants, on their ability to develop collective decisions, on their personal qualities (quickness of reaction, resourcefulness, energy).

So we can make a conclusion that the imitative business game has all the characteristics of game activity and, therefore, it is one of the forms of a diverse phenomenon called a game. But in turn, it imposes certain restrictions on the models of the "business game" type, determines some principles of their development and implementation in conditions of maximum use of the game features of this method.

Based on all of the above-mentioned, we can conclude, that:

1. An imitative business game in a foreign language is a complex technique aimed at developing speech behavior related to certain social and communicative roles.

2. The main features of ImBG should be considered: imitation of a real situation of professional common speech acts of students, versatility and selectivity of contacts for the purpose of interaction, linguistic (foreign language and speech) focus.

3. IMD is a subject to clear didactic-methodical and organizational management.

4. Improving the effectiveness of ImBG in teaching professional communication in a foreign language is realized through the optimization of its psychological, communicative and linguistic aspects.

5. ImBG promotes the growth of students' interest in their future professional foreign language and speech activities, and substantiates the reality and necessity of the corresponding social and communicative roles, which makes ImBG one of the most effective means of training highly qualified specialists.

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