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Фролова Ольга Аркадьевна**КОММУНИКАТИВНАЯ ДЕЛОВАЯ ИГРА КАК ОДИН
ИЗ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ
ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ**

Аннотация: в главе рассматриваются методические подходы к формированию навыков делового общения студентов неязыкового вуза на иностранном языке на базе учебно-речевых ситуаций, которые позволяют реконструировать значимые для образовательных целей условия делового межкультурного общения. В контексте интерактивного, ситуативного и коммуникативного подхода уточнены некоторые этапы и особенности формирования межкультурного делового общения. Отмечено преимущество коммуникативного задания с методической точки зрения как стимула речевой деятельности и средства управления речевым поведением обучаемого в конкретной ситуации межкультурного делового общения. Охарактеризована деловая игра как наиболее результативная ступень обучения иностранному языку в сфере межкультурного делового общения, даны рекомендации по применению деловых игр в образовательном процессе неязыкового вуза. Описаны концептуальные основы игровых технологий и обоснована методика их использования в рамках интерактивного и коммуникативного подходов.

Ключевые слова: интерактивное обучение, иностранный язык, межкультурная коммуникация, педагогические условия, игровые методы, коммуникативное задание, ролевая игра.

Abstract: the chapter considers methodological approaches to the development of business communication skills of students of a non-linguistic university in a foreign language based on educational speech situations that allow reconstructing the conditions of business intercultural communication that are significant for educational purposes. In the context of interactive, situational and communicative approach, some stages and features of the development of intercultural business communication

are specified. The advantage of a communicative task from a methodological point of view as a stimulus for speech activity and a means of managing the student's speech behavior in a specific situation of intercultural business communication are noted. A business game is characterized as the most effective stage of teaching a foreign language in the field of intercultural business communication; recommendations are given for the use of business games in the educational process of a non-linguistic university. The conceptual foundations of gaming technologies are described and the methodology of their use within the framework of interactive and communicative approaches is substantiated.

Keywords: *interactive learning, foreign language, intercultural communication, pedagogical conditions, gaming methods, communication task, role play.*

Introduction. Interactive learning is based on the interaction of a student with the learning environment, which serves as a source of acquired experience. It corresponds to the cycle of natural learning and is constructed as the acquisition of new experience in the process of living it, in which the learner is in direct contact with the areas of reality being studied [4]. Such learning presupposes a system of the educational process that is different from the usual logic: not from theory to practice, but from the formation of new experience to its theoretical comprehension through application. The students take on some of the functions of the teacher, which increases the motivation and productivity of learning. The experience and knowledge of the participants in the educational process serve as a source of their mutual enrichment.

Another characteristic of interactive learning is the fact that it is the method of learning that is carried out in the form of joint activities of students: all the participants in the educational process interact with each other, exchange information, solve problems together, simulate situations, evaluate the actions of the participants and their own behavior, immerse themselves in the real atmosphere of business cooperation in solving problems. In interactive learning, two processes are going on in parallel: mastering the content of education and the communication process. It is necessary to take into account the following psychological and pedagogical conditions for

achieving effectiveness in educational interaction: 1. Creation of a favorable psychological climate reflecting the qualitative side of relations and characterized by the desire for cooperation, mutual assistance, the desire to achieve a constructive result, positive emotions; 2. Dialogue style of communication, implying high personal involvement of participants, mutual respect, equality, co-creation, active listening; 3. Development of group interaction skills, which occurs through the organization of activities in pairs, threes, small groups with a dynamic, changing composition; 4. Reflexive summing up, which helps each participant to determine the personal level of progress, and the group – to develop rules for effective joint activities.

As experience shows, traditional forms of teaching largely correspond to the tasks of transmitting information from a teacher (mediator) to a student (recipient), while active learning methods significantly influence the formation of precisely those qualities that a modern specialist should possess (competence, initiative, ability to think originally, set tasks, see ways to solve them, independently solve problems, etc.).

The activation of traditional forms of learning allows improving two levels of knowledge acquisition: at the first level, students gain knowledge about the subject and phenomena, at the second, they learn to solve practical problems related to the functioning of these phenomena. But traditional forms of learning almost do not affect the third level of training specialists, ensuring the acquisition of skills for future professional activity in a foreign language. The difficulty of acquiring these skills is due to the fact that such activity, as a rule, is of a collective nature and is conditioned by the mutual activity of a group of people representing various organizations and spheres of public life. A specialist needs the ability not only to quickly navigate the situation, but also to overcome emerging deviations from the intended path, pose problems and find optimal solutions to them [8, p. 7]. This can be taught at interactive classes, which include problem tasks and indicate ways to solve them.

The introduction of an interactive method in teaching a foreign language is necessary, as the need of students not only to obtain extensive knowledge, but also to master it in a more accessible and interesting form increases. Using an interactive

method of teaching a foreign language, it is possible to optimize the process of teaching professional foreign language communication skills and make it effective. The use of interactive methods in teaching foreign languages promotes interpersonal and intercultural communication, the peculiarity of which is the ability to «take the role of another», interpret the situation and construct one's own actions.

The successful use of interactive methods in teaching foreign languages is facilitated by the differences of the discipline «foreign language» from others studied in higher education. The end result of language learning is not the acquisition of language knowledge, but communicative competence, i.e. the student's formation of practical speech and the ability to apply these skills successfully to solve communicative problems. Also, for full proficiency in a foreign language, it is necessary to understand the mentality of the foreign-language interlocutor, which is impossible without familiarity with the culture of the countries of the language being studied [5, p. 5].

Teaching a foreign language always occurs on the basis of communication. Within the framework of activity theory, communication is considered as a socio-psychological interaction of participants in group work. The effectiveness of such teaching is provided by a game, which is the main teaching model in quasi-professional activity. The game is highly motivated, it can become a form of implementing the educational process, a necessary moment of which is the role-playing behavior of students. The conventionality of the game is related to reality, which forms the socio-communicative experience. In teaching a foreign language, games, in fact, carry a double load, namely, they contain an educational task set by the game itself, the solution of which is possible only by solving the communicative problem, which arises imperceptibly for students. The communication process itself becomes a means of achieving the goal set by students in the course of solving the educational game problem [1, p. 29].

The success of teaching professionally-oriented foreign language communication to students depends to a large extent on the skilful management of this activity. It is important, first of all, to study the interests and needs of every student, his or her communicative, emotional and volitional characteristics in order to choose the type of

speech activity, in which it's more reasonable to involve the student in order to develop his or her abilities. Business English classes should be based on various communication tasks aimed at developing students' skills in business communication, for example, preparing and making presentations of a product, new business ideas, participating in negotiations, telephone conversations, video conferencing, preparing reports, reaching agreements and others.

Simulating intercultural business communication based on a situational approach is carried out by recreating in a converted form some (most significant for learning purposes) conditions of the communication act defined as components of the situation. The situation itself, in this case, is a learning speech situation. Correlating with the natural circumstances of intercultural business communication, learning speech situations set real communication parameters, which become the main components of such situations. These components, the presence of which is required in every learning speech situation, are as follows: a) a communicative task: as a rule, it denotes the subject of speech and concretizes the psychological attitudes of partners in communication, reflects the primary function of a particular speech genre, determines the speaker's speech intention; b) the characteristics of the participants in communication, performing specific educational and situational roles: this characteristic should contain the basic requirements for the speech behavior of communicants, mediated by the rules and regulations established for those working in a particular sphere; c) the description of the conditions of communication – place, time, particular circumstances of the professional activities of the communicants; d) the plan of speech actions of the communicants.

The category of role has occupied a special place in the theory and practice of teaching foreign languages due to the combination of functions it performs: motivational-incentive, teaching, orienting, compensatory, educational, as well as the function of secondary acculturation. Playing professional roles, the student, involved in the content of the relevant business situations, maximally uses the knowledge acquired in the courses of special disciplines, and practically applies the previously mastered intercultural business communication skills.

The study of the practice of teaching a foreign language in non-linguistic universities has shown that the most effective way to achieve the goals of teaching foreign language business communication is to use educational situations based on some professionally significant problem. As for oral business communication – business negotiations, it is advisable to teach it at a later stage of the course in foreign language business communication, when students have already studied the main topics provided in this course.

The purpose of oral professional communication is speech activity with certain communicative intentions. It is assumed that by this stage of training, students have mastered the basic structures of communicative grammar, a list of speech formulas and clichés for expressing certain communicative intentions, as well as a set of modal and structural words as means of inter-phrasal and intra-phrasal linking. It is also assumed that at the previous stages, students achieved speech automatisms necessary for sufficient communication on general everyday topics; therefore the teacher's task in foreign language classes at an advanced stage comes down to using a variety of communication exercises, mainly of a creative nature, including role-plays and business games.

Methodology. The effectiveness of using the technology of teaching professionally-oriented foreign language communication in a non-linguistic university was tested in the course of experimental work with the students of the Faculty of State Cultural Policy of Moscow State University of Culture. Intercultural communication is an integral factor and a dominant of socio-cultural activity. Specialists in the field of socio-cultural activity have to deal with the solution of the problems of communicative plan in both native and foreign languages.

One of the methodological principles of teaching intercultural business communication is the gradual formation of the skills necessary for such communication. To do this, at the first stage, it is necessary to describe exactly the qualities of the future action, at the second – to select a system of conditions that will ensure the formation of an action with the intended characteristics, at the third – to develop a system of

guidelines necessary and sufficient to control the correctness of the formation of actions.

The use of this approach in teaching foreign language business communication involves establishing several phases in the organization and implementation of the educational process. These phases are as follows: The first – familiarization with the peculiarities of speech communication in the professional sphere, presenting a general characteristic of oral and written genres of business communication, functioning in this area. The second – mastering speech genres of business intercultural communication in the following sequence (adequate to the increase in difficulties): presentation → business conversation → business correspondence → negotiations → conclusion of an agreement. The third – integrated communicative practice with the parallel use of all speech genres of business communication in a foreign language using real situations of intercultural cooperation [3, p. 227].

Let's consider the technology of teaching foreign language business communication in more detail by stages. The first stage of teaching foreign language business communication, which is an introduction to the course in intercultural business communication, begins with an introductory lecture with the elements of discussion, during which students learn about the nature and specifics of oral and written business communication in a foreign language, about the importance of such communication for successful professional activities. The teacher explains the main features of business communication of the representatives of different cultures, offering students a variety of audio and video materials illustrating the stereotypes of verbal and non-verbal behavior of people in some situations of business communication. On the basis of this information, students get a general idea of the concept «business contact», including the specifics of relationships between partners in business cooperation, as well as the dynamics of its development in time and space. Providing the information, the teacher draws students' special attention to oral and written speech genres of business communication, functioning in international collaboration.

The inductive method of teaching is used at this stage, which means that students who have acquired new information, as a result of understanding this infor-

mation, are able to make independent generalizations and conclusions. Such a conversation, containing professionally significant information, including the role and place of business communication, is designed to increase students' motivation to master business communication, different genres of its functioning in the process of intercultural communication. As a rule, this information, as well as additional information offered to students, in particular, curious facts related to business communication in general, arouse students' great interest.

In addition, at this stage of training, a variety of tasks can also be offered to contribute to the development of students' cognitive activity. Examples of such assignments are: 1. Answer the questions on the multiple-choice cross-cultural test. 2. Tell, what, in your opinion, behavioral mistakes the characters of the following situations made, explain your position. 3. Read the text on preparing for a meeting with a representative of a company from another country and make a list of what you need to consider in terms of communicative behavior in the process of interaction with business partners from a given country.

To achieve the second stage goals successfully, it is advisable to prepare in advance the appropriate educational materials – the necessary set of terms and clichés used in each specific genre in different situations of business communication in the studied area. When explaining the terms, it is necessary to appeal to students' professional knowledge acquired in the course of special disciplines. The teacher's explanation of the peculiarities of the use of clichés should be based on the structure of a particular genre of business communication studied at the previous stage. At the same time, students should be offered lists of synonymous expressions that can also be used in situations of business communication.

The third stage of teaching business communication is devoted to the formation of students' receptive and productive language skills in operating with terms, stereotyped phrases and phrases necessary for the perception or generation of oral and written speech in the field of study. The fourth stage sets the goal of developing the skills of prepared oral and written speech in the studied speech genre of intercultural business communication. The fifth stage is aimed at developing students' speech skills for

generating unprepared oral speech in a specific situation of intercultural business communication. At this stage, it is advisable to perform various types of communication exercises, including creative tasks, that being based on the situations of intercultural business cooperation, stimulate the corresponding speech activity of students.

To achieve the goal of teaching oral professional speech, it is necessary to solve the following tasks: 1. To determine the communicative minimum, that is, a list of special topics, and make a selection of special educational texts on these topics. 2. To identify the lexical and grammatical minimum necessary and sufficient both for listening to texts in the specialty and for speaking on professional topics. 3. To develop a system of exercises, including those of a creative nature, to activate the lexical and grammatical material, the acquisition of which will make it possible to conduct a communicatively sufficient professionally oriented conversation in a foreign language.

The use of training and speech exercises, communication tasks and situations for paired, group and collective speech communication, the creation of appropriate conditions for speech-thinking activity has a stimulating effect for on the gradual development of students' creative abilities at the highest possible level for each of them.

With the communicative approach to teaching a foreign language, the methodical task of speech training for professional communication consists in a faster transition from speech training itself to quasi / real communicative activity. Its implementation requires the interaction of the formed grammatical and lexical skills. In the context of preparing non-philologists for professional communication, this inevitably leads to the minimization of language and speech means. This applies to both lexical and, to a much greater extent, grammatical material. That is why the principle of presenting grammatical material in blocks with the simultaneous use of the lexical minimum of a certain sublanguage has justified itself.

From a methodological point of view, a communicative task is a means of controlling the student's speech behavior in a particular situation and at the same time a stimulus for his speech activity. The communicative task controls the speech activity of students, predetermining the choice of specific language and speech means.

Communication tasks can be framed in the form of short problematic questions or situations that do or do not require special training. More complex communication tasks require the study of special literature, since they involve a logical solution or possession of extensive special information. Communication tasks are, of course, of a creative nature, since they involve an independent solution to a communicatively oriented task, the student's freedom to choose the means, volume and linguistic complexity of the statement, for example, when developing an argument or a thesis.

A great methodological advantage of a communicative task is that it is a productive-receptive unit that stimulates the activities of both the speaker and the listener, for example, the joint discussion of information involves the solution of communicative tasks of the speaker – to inform, explain, describe, ask, clarify; and the listener – to understand, remember, write down, compare, draw a conclusion.

Teaching experience shows that the greatest difficulty for learners is the expression of feelings in connection with the situation. Methodologically, this task can be successfully solved using dramatization, which helps to express in speech the emotional reaction of the speaker or listener. That is why game tasks are becoming increasingly important in communicative – oriented learning, and role-playing games are becoming increasingly widespread as an effective method of training in communicative activity. Role-playing games involve thinking, imagination, memory, speech. At the same time, there are two main types of games: role-playing games taking place in staging, dramatization, these are, as a rule, communicative social role-playing games aimed at developing communication skills on everyday topics; and business games that imitate the situations of professional activity [6, p. 139].

A business game always has an object of game modeling, for example, a discussion, various interests of the participants, that create a certain problem in solving the main communicative task, the presence of a common goal of the game, the dynamism of the situation with frequent and rapid changes of roles that occur during the discussion, lack of time and linguistic means for expressing thoughts, the desire to convey emotions that arise during the game.

Role play, as an organic part of an active teaching method, should be widely used in the practice of teaching business communication. The variety of role-playing games can be reduced mainly to two types. They differ from each other in the level of independence of the players – assigned or unassigned situation and development of the plot; in the subject of management – teacher or self-control of the players; in the nature of the roles – own status and positional roles or fictional characters: communicative situational role-playing games – aimed at developing communication skills on everyday topics; professional (business) role-playing situational games that imitate the situation of the characters' work activities.

The term «role play» refers to a wide range of practical and communication tasks that require spontaneity and fluency. Role play forces learners to imagine a situation in which they can play themselves or the role of another person. Students are faced with the task of playing roles in situations of natural communication, where in each of the situations they act differently.

The behavior of students is a part of their upbringing, their culture, and the linguistic aspect is an important component of role behavior, since in the process of conducting role-playing games, students' skills are actively combined with the socio-cultural reality of the language being studied. Role play is a creative activity of students, where they have the opportunity to master the rules of behavior and the roles that they may encounter in their professional life, therefore it requires careful planning, preparation and organization.

For role-playing games to be more effective, it is necessary to forget the traditional position of the teacher and the student. The student in interactive learning acts as a subject of educational activity to a greater extent than in passive learning. He actively participates in the cognitive process, performs creative, research and problematic tasks [7, p. 111]. The student should be the master of the situation in the game, he should be free in his playing role, and the teacher should not interfere with his role. Of course, the teacher's function is very important in the selection of informational, linguistic material and situations of communication in the classroom, but in the course of the game the teacher should stop giving instructions. Only at the post-game

stage the teacher should analyze the course and results of the game and give an assessment to each of its participants.

In the experimental work role-playing games had a character close to business games as a form of game simulation, i.e. a specific model of interaction in the situation close to the conditions of future professional-business communication. During the preparatory stage, the rules and the course of the game were clearly explained, as well as the goal setting regarding the meaning of role-playing, introduction to the situation and the formation of an algorithm for professional speech behavior based on schemes and instructions, revising speech clichés needed to play a specific situation, and also roles were distributed among the participants. At the game stage a role-play was carried out in pairs or groups, with the discussion of the decisions made in the game situation.

At the final stage, the participants analyzed the progress of the game and the difficulties that had arisen, their own behavior, evaluated the speech, communicative behavior of the participants of the game, summarized and made conclusions. The analysis, diagnostics of problems and decision-making developed students' ability to work with people, the skills of effective socio-cultural interaction.

Results. We judged the dynamics of the formation of professionally-oriented foreign language communication skills by the results of qualitative indicators, reflecting the possibilities and needs for intercultural communication. The data were obtained as a result of the analysis of diagnostic conversations, surveys, questionnaires, testing, monitoring, and analysis of the results of students' learning activities. The comparison of the data in the experimental and control groups showed positive dynamics and the growth of criteria and indicators of the formation of professionally-oriented foreign language communication skills among students in the experimental group, in which it was 52% compared to the control group, where the dynamics in a positive direction was practically not so visible.

A business game is a simulation model of real life situations in the course of which real problems need to be solved. It serves to achieve the didactic and educational learning objectives – it fosters the ability to make decisions independently and

find ways to implement them, contributes to the enrichment of linguistic and intercultural knowledge, the development of speech and communicative competence, consolidation of knowledge in individual sections of the major disciplines of the course being studied, and is also effective means of intermediate and final control.

With the use of gaming technology the necessary communication skills and abilities are developed in the context of interpersonal interaction at a higher level. Thus, it can be stated that role-playing games act as a way of teaching professionally-oriented foreign language and develop intercultural tolerance.

Conclusions. A business game, as a more complex method of teaching, is associated not only with the acquisition of foreign language communication skills, but also with the subject of future professional activity. It is the subject content connected with professional activity that makes it a business game. It is the highest stage of using a foreign language for professional communication.

During the game, there are no observers; everyone is its participant, showing two types of activity: intensive communication during the game – external activity, which is closely related to high internal activity, and internal activity, when the game participant does not remain a passive bystander but learns to reason, compare facts, listen and understand, draw conclusions.

The use of gaming methods develops the ability to respect the opinion of communication partners, the ability to perceive another person adequately, which is the essence of intercultural communication and tolerant consciousness [2, p. 155]. A business game as the highest stage of using a foreign language for professional communication is an active form of learning, in the process of which knowledge, skills, communication experience and professional behavior are acquired and intensified. Thus, the game method can be used as one of the means of an effective technology for the formation of professionally-oriented foreign language communication skills.

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