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ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ УЧЕБНЫХ ДЕЛОВЫХ ИГР В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ТРАНСПОРТНОМ ВУЗЕ

Аннотация: исследование посвящено вопросам повышения эффективности обучения иностранным языкам в транспортном вузе. В процессе анализа особенностей усвоения иностранного языка в отрыве от его среды, автор делает вывод о необходимости учитывать эти особенности при разработке и проведении учебных деловых игр на иностранном языке в транспортном вузе. Приводятся примеры учебных деловых игр.

Ключевые слова: транспортный вуз, иностранные языки, учебные деловые игры, усвоение иностранного языка специальности.

Abstract: the study is devoted to the issues of increasing the effectiveness of teaching foreign languages in a transport university. In the process of analyzing the features of teaching/learning a foreign language in isolation from its environment, the author concludes that it is necessary to take these features into account when developing and conducting educational business games in a foreign language in a transport university. Examples of educational business games are given.

Keywords: transport university, foreign languages, educational business games, the acquisition of a foreign language of the specialty.

Educational business games as a tool for teaching a foreign language at a non-linguistic university can significantly stimulate the acquisition of a foreign language of the specialty [4; 9, 10].

Researchers in this field note that business games create real or close to reality situations in which students can use the language in the context of their specialty. This helps to connect the language with practical tasks and increase motivation.

In addition, it is argued that game elements contribute to the active involvement of students in the learning process. Role-playing, problem-solving and interaction with other participants in the game help to better assimilate vocabulary and grammar [9, 10].

Business games help to develop communication skills. Students learn to express their thoughts, argue their positions and conduct discussions in a foreign language, which is an important aspect in professional activities [4].

Many business games involve working in groups. This develops teamwork and cooperation skills, and also provides an opportunity to communicate in a foreign language in a relaxed atmosphere [4].

During the business game, students are faced with various scenarios that require making decisions and finding solutions to problems. This develops their critical thinking, analytical skills and teaches them to use language to describe complex concepts [9, 10].

An important advantage of this type of training is that during business games, the teacher and students can give each other feedback, which helps to identify weaknesses in language knowledge and work on them.

Educational business games can take various forms – from business process simulations to role-playing games. This diversity makes learning more interesting and reduces stress, which also has a positive effect on language acquisition.

Emotions that arise during the game can enhance the memorization of information. Positive experience gained during a business game also helps to develop interest in the language being studied.

In general, business games provide students of non-linguistic universities with a unique opportunity to practice a foreign language in a safe but realistic environment, which contributes to a deeper and more lasting acquisition of the material.

Educational business games are an effective teaching method that allows students to interact in conditions close to real professional situations. Such games create an opportunity to apply language skills in a specific context, which helps to increase motivation.

Let us consider in more detail how the use of business games affects the stages of foreign language acquisition, including the presentation of new phenomena of a foreign language; comprehension and rethinking of these phenomena; the use of the studied linguistic phenomena in speech in a communication situation.

Acquisition is a central concept of the learning process. It can be viewed from different points of view.

In the most general sense, acquisition is interpreted as a psychological mechanism for appropriating the entire set of social, cultural and historical experience. A person observes, generalizes, makes decisions and acts throughout his life. Moreover, this process occurs in any case, either spontaneously or in an organized manner in the learning process [3].

With regard to learning, acquisition is usually defined either as an intellectual activity of an individual, which is provided by the cognitive processes of receiving, processing meaning, storing and reproducing new information, or as a result of learning activities. In both cases, researchers come to the conclusion that the main goal and the main result of successfully organized learning activities is a strong, systematic and high-quality acquisition of educational material [3].

When talking about teaching a foreign language in a non-linguistic university, many scientists agree that learning a foreign language has some features that need to be taken into account when organizing such training [8; 11, 12].

Let's consider the main stages of learning a foreign language and their features.

The most common classification of the stages of learning a foreign language is based on the principle of learning from simple to complex. In this case, the following stages are studied: preliminary (initial) stage, active learning stage, skill development stage, practical application stage, in-depth study stage, improvement stage. With this classification, at the first stage, students usually get acquainted with the main aspects of the language: alphabet, phonetics, basic grammar rules and basic vocabulary. The goal of the first stage is to create a primary understanding of the language. At the second stage, students begin to actively use the language in oral and written speech. The second stage includes practicing dialogues, writing simple texts, doing exercises on

grammar and vocabulary. At the third stage, the emphasis is on developing all types of skills: listening, reading, speaking and writing. Students work with more complex texts, develop listening comprehension skills and learn more complex grammatical constructions. At the fourth stage, students begin to use the language in situations close to real ones, for example, within the framework of projects, presentations, discussions, etc. At this stage, internships in the country of the foreign language being studied or exchanges between universities in different countries where the foreign language is used are possible. At the next fifth stage, they study specialized vocabulary necessary for the students' future profession, as well as the culture and history of the countries whose language they study. At the sixth level, students strive to perfect the language: they participate in conferences, write scientific articles, study professional literature in a foreign language. At each of the stages, constant practice and use of the language in various contexts are important, which contributes to a deeper assimilation and confidence in using a foreign language [3; 8].

For comparison, let's consider another classification that is focused on a similar principle of learning from simple to complex. The first stage is familiarization, where students become familiar with the basic aspects of the language: phonetics, basic grammar, and essential vocabulary. This stage may include creating interest and motivation for learning the language. The second stage is the stage of active practice, where the language is actively used in oral and written form. Students learn to formulate simple phrases, conduct dialogues, and complete oral tasks. The third stage is the stage of in-depth study, where students begin to master more complex grammatical constructions and increase their vocabulary. It is important that the training is aimed at developing all speech skills: listening, speaking, reading and writing. The fourth stage is the stage of using the language in context. This is the level at which students begin to use the language in specific situations, such as discussing topics related to their professional activities or interests. At this stage, tasks close to real conditions are practiced. The fifth stage is the stage of independent use of a foreign language, at which students begin to independently use the language in various contexts, such as participating in conferences, writing essays, corresponding letters, etc.

This stage also includes working with specialized literature. The sixth stage is the stage of improvement. At this level, the emphasis is on deepening knowledge and bringing skills to a high level. Students can engage in professionally oriented training in a foreign language, including specialized vocabulary and features of intercultural communication [3; 8].

At the same time, researchers emphasize the importance of a step-by-step approach, which allows students to consistently build up their knowledge and skills in a foreign language, taking into account the individual characteristics of learning [8].

As we can see from the above classifications, for high-quality acquisition of a foreign language of specialty in a non-linguistic university, at least six semesters (4 months for each stage of training) of teaching the discipline "Foreign language of the specialty" are required. In modern educational conditions, a situation often arises when foreign language teachers have only three semesters at their disposal, during which it is necessary to form students' communicative foreign language professional competence. This can be done if we pay attention to the psycholinguistic features of acquiring a foreign language, taking into account the features which allow us to intensify the acquisition process and make it more qualitative. In this regard, researchers suggest paying attention to the following features of acquiring a foreign language.

Many scientists emphasize the importance of psychological aspects, such as motivation, attention and memory, in the acquisition process and focus on the fact that successful learning of a foreign language depends on the initial level of knowledge, individual characteristics of students and their life experience [11, 12].

Researchers discuss how students perceive new information in and about a foreign language [3, 4; 11].

A communicative approach to learning is also promoted, which underlines the development of communication skills. It is important not only to study grammar and vocabulary, but also to apply them in practice in real or near-real situations.

The integration of language and content learning is considered, which allows students not only to learn the language, but also to study a specialty in a foreign

language. Effective language acquisition occurs when students can use it to solve specific problems.

The importance of cultural aspects in language teaching is emphasized. Successful acquisition of a foreign language is associated with an understanding of cultural differences and the context of language use [11].

Contextualization of learning claims the need to teach a language in a context, which contributes to better understanding and acquisition. This includes working with authentic materials and situations [4; 8].

The need to rely on the students' native language is discussed, since such an approach significantly intensifies the qualitative acquisition of a foreign language and helps to prevent interference from the students' native language [11, 12].

If a foreign language is taught taking these features into account, it is possible to organize the effective acquisition of new foreign language phenomena in four stages of training, which include the initial stage of familiarization with the language, active use, development of speech skills and professional use of the language.

In the process of teaching a foreign language in non-linguistic universities, various approaches to the formation of intercultural professional communicative foreign language competence are used. In order to choose the most effective approach, it is necessary to address the goal pursued by teaching a foreign language, to the need that knowledge of a foreign language can satisfy.

A modern non-linguist student needs a foreign language, first of all, as a means of access to professional information that is not available in his native language. For example, if a student is engaged in research activities and needs to quickly and efficiently search for the necessary foreign-language information, then in this case it is necessary to look through a large volume of literature in English. Of course, you can use automatic translation, but this significantly slows down the browsing. It is much more effective to select the necessary articles from the viewed ones and then concentrate on translating them.

In addition, a foreign language is a means of communication in international professional teams, where you constantly have to switch from your native language to a foreign one and vice versa.

And finally, a situation related to academic mobility is quite common, when a student goes to practice in another country or foreign students come to study in our country [11].

In all the situations listed, it is obvious that Russian-speaking students will not have to forget their native language and speak, for example, only English, i.e. a foreign language will not replace their native language in most vital communication situations. Russian-speaking students study a foreign language in isolation from the native environment with the aim of using it for communication in a professional environment. At the same time, the native language continues to play the role of the main tool for understanding the surrounding reality, but it shares some of its functions with the foreign language as the individual masters it. When learning a foreign language, the student is forced to use his native language, since he simply has no other means of learning. And here lies the danger. The student is an adult individual with formed communicative competence in his native language, i.e. he has already mastered the laws, concepts and logical connections of the system of his native language. Therefore, any information, including information about a foreign language, is automatically categorized according to the laws of the system of the individual's native language. But a foreign language is a phenomenon that reflects the culture of the people speaking it, and is the bearer of a different system of concepts and rules [11].

Therefore, it is impossible to simply explain this or that phenomenon of a foreign language; everything that does not correspond to the system of the native language will either be rejected by consciousness or learned in a distorted form.

In order for an individual to have the opportunity to understand a foreign-language phenomenon, it is necessary to form in his mind-set a corresponding concept, grammatical or lexical category that are absent in the system of his mother tongue [7; 11].

In other words, in order for a foreign-language phenomenon to be learned, it is first necessary to organize the learning of how it differs from and how it is similar to a close linguistic phenomenon of the student's native language, i.e. to complete the missing semantic element of the student's mind-set.

Let's try to construct all the stages of the educational business game in accordance with the above-mentioned regularities for the successful foreign-language acquisition.

Stage 1 of learning is the presentation of new foreign-language phenomena. According to the research, at this stage it is necessary to convey to the student the complete orientation basis of the educational action of analyzing the studied foreign language phenomenon. A generalized and complete system of reference points is a condition for error-free task completion. With this method of orientation, the assimilation process is completely controlled, as a result of which all students fully assimilate the studied phenomenon. When teaching a foreign language in isolation from the foreign language environment, it is important to minimize learning by trial and error, since this approach provokes the generalization of the foreign language phenomena according to the laws of the native language, which leads to the formation of ineffective distorted fragments of knowledge about the foreign language. Such a pseudo-language, the so-called broken English, is much more difficult to bring to the norm after the student begins to use it when performing practical tasks. Therefore, it is very important at the very first stage of assimilation to avoid such distortions, ensuring an adequate understanding of foreign language phenomena in comparison with the phenomena of the students' native language [7; 11].

When organizing educational business games, the first stage of assimilation must be present. It is recommended at the first stage to provide students with a generalized and complete system of guidelines for performing the action of analyzing the studied foreign-language phenomenon in the form of tables describing all the essential features of this phenomenon and step-by-step algorithms for forming the action of using this phenomenon in speech. In this case, the first step occurs towards building mixed bilingualism, that is, such a psychological formation in the student's worldview, in which the mechanisms of mastering a foreign and native language develop on the

single conceptual basis, which corresponds to the goal of teaching a foreign language in non-linguistic universities, when the student must be able to communicate alternately in a foreign and native language and translate scientific and technical literature into both languages.

Stage 2 of assimilation – understanding and rethinking the studied foreign-language phenomena.

The second stage of acquisition is aimed at forming a general semantic structure, which will act as a kind of translator interpreting the meanings of foreign lexical and grammatical language units from the point of view of Russian-language meanings of the student's mind-set, for which the student must repeatedly compare the options for understanding reality in the native and foreign languages.

According to research in this area, speech generation can be considered as a sequence of internal recodings, as a result of which the idea is transformed into a detailed external speech utterance. Moreover, when generating speech in a foreign language, a new link is added to this sequence, which in internal speech automatically translates the thought, formulated in the code of the native language into the language being studied [11]. Therefore, speaking in a foreign language occurs more slowly than speaking in the native language, and at the initial stages of learning a foreign language, it is much more difficult for students to start speaking than, for example, reading or writing.

In this regard, it is proposed to use written speech to train the mechanism of foreign-language speech production. The generation of an utterance in written speech is presented in its most complete form, and the writer has the opportunity to leisurely analyze the phenomenon being studied. As an effective exercise for understanding and rethinking the phenomenon being studied, it is advisable to choose the translation of Russian-language sentences into English in accordance with the rules of recoding. Such an approach is called conscious construction of an utterance and is a mental, i.e. in expanded internal speech, translation preceded by the action of analyzing the foreign-language phenomenon being studied. Conscious construction of an utterance can be used in special translation exercises that form the basis of the semantic translation of

Russian-language sentences into English. Students analyze the phenomenon being studied from the point of view of how it can be used in translating the proposed Russian-language sentence. The analysis is carried out using the appropriate table and algorithm. At the first stage of the analysis, the teacher directs the student, and then the students move on to independent analysis. After completing the action of analyzing the foreign-language phenomenon being studied, the Russian-language sentence is translated into English. In this case, the use of a table is encouraged, according to which the student finds the grammatical form he needs. Thus, the student does not have to memorize anything, and the main emphasis falls on the action of understanding and rethinking. At the same time, there is no interference from the native language, which ensures the error-free completion of the task. These exercises are performed until the students begin to correctly translate sentences with this phenomenon independently [7; 11].

When organizing educational business games, the second stage of acquisition must be carried out for all students. If students are familiar with this phenomenon, the second stage of acquisition ensures the correction of possible errors and the consolidation of the skill of correct use of this phenomenon.

The second stage ends with exercises on the transition from written to oral speech, when after performing the action of analyzing the studied linguistic phenomenon, students must translate the same Russian-language sentence orally several times, each time speeding up the translation and reducing auxiliary verbs.

At the second stage of acquisition, when translating sentences, it is necessary to use exactly the vocabulary that will be used in the business game. Thus, acquisition of vocabulary occurs simultaneously with the acquisition of the necessary grammatical category.

Stage 3 of acquisition – the use of acquired lexical and grammatical phenomena in practice.

This stage usually consists of directly conducting a business game. But, in order to increase its effectiveness, it is necessary to take into account the following linguo-didactic features of acquisition of a foreign language in isolation from its environment.

At the third stage of acquisition, the process of understanding and rethinking the studied foreign-language phenomenon continues, which occurs simultaneously with the appropriation of this phenomenon by the student's mind-set as a tool for understanding the surrounding phenomena in a particular communicative situation. These processes lead to the automation of the use of the studied foreign-language lexical and grammatical material.

Therefore, at this stage, it is important to automate individual phrases necessary for communication in a business game situation. It is recommended to begin this stage with dialogue exercises, including both creative work with dialogues and practicing the phonetic and semantic components of the used linguistic phenomena. Students should practice the sound of dialogues as correctly as possible, know the vocabulary and grammar used in them. At this stage, it is possible and necessary to include memorization of all the necessary elements of communication. But at the same time, it is recommended to memorize only those elements of the foreign-language worldview that have already been brought out into the window of students' consciousness, since any memorization without comprehension can lead to the formation of a distorted image of the learned foreign-language phenomenon, which should be avoided.

At the third stage of mastering foreign language lexical and grammatical material with the help of a business game, the main type of students' speech activity becomes communication between the participants of the business game, which is organized in various communicative situations.

A communicative situation combines linguistic and extralinguistic factors that ensure the speech activity of communicants and the success or failure of their communication.

A communicative situation can be considered as a gestalt situation. By gestalt we mean a way of packaging knowledge in an individual's picture of the world, i.e. a cognitive representation of a linguistic phenomenon, manifested in the individual mind-set in the form of an operational unit, which is a means of perception, understanding and assimilation of linguistic units by the individual's consciousness in

a real communication situation. Gestalt is studied at the linguistic, speech and cognitive levels [2; 4–6].

The linguistic level of gestalt is represented by lexical, morphological and syntactic information. This information is combined with information coming from other organs of perception, analyzed at the cognitive level of consciousness and manifested at the level of speech as a sum of semantic, pragmatic and communicative knowledge. At the same time, as an operational unit of perception, the gestalt is a set of signals coming from all eight modalities of perception: visual, auditory, gustatory, olfactory, kinesthetic (perception of motor activity), haptic (i.e. active touch), visceral (perception of internal organs, systemic feelings, physical pain) and energy perception [1; 4].

The condition for successful acquisition of a new gestalt is the ability to perceive the communication situation as a single whole in the totality of all its significant elements. If a student memorizes individual disparate elements of a communicative situation, acquisition in the form of a gestalt does not occur, which leads to an unstable acquisition of the studied material.

The linguistic consciousness of an individual is a mental structure that stores knowledge about stereotypical situations inherent in his culture, rules of behavior in communicative situations, about his own communicative successes or failures that have already happened to him, were understood and acquired in the form of formed gestalts.

These gestalts are formed in the native language of the individual and according to the rules of communication of his native culture. When communicating in the native language of the individual, he uses all this knowledge in the process of communication at a subconscious level.

When communicating in a foreign language, it is necessary to consciously work with all the components of the communicative situation, from the very beginning building a gestalt situation of communication in a foreign language at all its levels [4; 6].

At the cognitive level, it is necessary to organize the presentation and understanding of the rules of communication inherent in the culture of the language being studied.

At the level of perception, it is necessary to organize the presentation and understanding of all eight modalities of perception. In a situation of communication in a foreign language, these signals are interpreted by us in our native language, which leads to semantic and linguistic interference or to the impossibility of continuing communication. Researchers note that many so-called barriers to communication in a foreign language are associated precisely with the fact that students have not mastered the foreign language lexical and grammatical material describing human signal systems [4].

Therefore, in order to organize a successful communicative situation of communication during the educational business game, it is advisable to carry out preparatory work to teach students the ability to describe and analyze the work of eight modality systems, i.e. the ability to describe what and how he sees, hears, what taste he feels, what he touches, etc.

At the linguistic level of the gestalt situation, it is necessary to present and comprehend those lexical and grammatical topics that the teacher wants to work out during the educational business game.

At the speech level, all the material that was taught at the previous levels is combined in communication, which creates the opportunity to use all the taught material in practice and completes the cycle of the assimilation process.

Provided that the psychological characteristics of assimilation of foreign language phenomena are observed, the third stage ends with the formation of a communicative gestalt in a foreign language and according to the rules of communication of the culture of the people speaking the language being studied, which guarantees the strength of assimilation without interference from the students' native language.

Let's see examples of organizing business games in a transport university taking into account the linguistic and didactic features of organizing the stages of learning a foreign language.

1. Name of the business game: "The Future of Electric Bicycles in the Sustainable Urban Mobility System".

The choice of topic is due to the need to develop the urban environment as sustainable and mobile.

Roles of the participants in the business game: researchers from team A and researchers from team B; the committee whose members evaluate the teams' reports.

Preparatory stage: organizing the acquisition of lexical and grammatical material.

Stage one: Team A and Team B conduct research in English-language sources. The goal is to compile a report on the state of the electric bicycle market.

Stage two: one representative from Team A and one representative from Team B present part of their team's general research to the committee in a debate mode. The goal is to evaluate which team's representative performed better according to certain criteria.

Stage three: participants conduct individual research of English-language sources and choose, in their opinion, the best model of electric bicycle. The goal is to report on the conducted research.

Stage four: a debate, in which participants work in pairs, telling each other about their choice and defending this choice. The goal is to choose the best model of electric bicycle.

Stage five: a question-and-answer session, with the obligatory use of the studied lexical and grammatical material. The goal is to ask 10 questions to the other team and be able to answer the questions of the other team.

2. Name of the business game: "Winners of the Intelligent Transport Systems of Russia Award".

The choice of topic is due to the importance of finding young talented engineers and inventors in the transport industry. The Intelligent Transport Systems of Russia Award is awarded for achievements in the development of innovative technologies in transport.

Roles of participants in the business game: winners of the previous year's award, jury members.

Preparatory stage: organizing the acquisition of lexical and grammatical material.

Stage one: organizing search activities on the award website <https://itsaward.ru/archive/2024> in order to choose your hero – a real character who is a member of the jury or a laureate. Participants in the game collect information about the selected individual.

Stage two: making a presentation on behalf of your character and preparing for the speech. The goal is to be able to give a self-presentation.

Stage three: the jury meeting. The goal is to be able to ask questions and answer questions in a competition mode.

Stage four: summing up. The goal is to discuss the reports and choose the best one.

3. The name of the business game: "International Congress on Intelligent Transport Systems – ITS World Congress".

The choice of the topic is due to the fact that this congress is a characteristic phenomenon of the future professional activity of students of a transport university, who must be aware of innovations in the field of transport and be able to offer their own innovative solution.

The roles of the participants in the business game: members of the competition committee, representatives of various transport companies making reports.

Preparatory stage: organizing the assimilation of lexical and grammatical material.

Stage one: studying the congress materials for the past two years. The goal is to choose an innovative proposal from among the winners and present this proposal as your own.

Stage two: writing an essay on the proposal materials. The goal is to be able to describe an innovative proposal in the field of transport.

Stage three: preparing an oral report based on the materials of the selected proposal. The goal is to be able to present your report to the committee.

Stage four: hold a committee meeting. The goal is to listen to the reports and ask the speakers questions.

Stage five: committee meeting. The goal is to decide whose proposal is better and why, based on the criteria.

Stage six: round table of the committee members and congress participants. The goal is to discuss the results of the game.

Conclusions

Business games are a powerful tool in language learning, which helps students apply theoretical knowledge in practice. Combining the study of a foreign language with real tasks from their professional field contributes to better assimilation of the material and the formation of the skills necessary for a future career.

Taking into account the psychological characteristics of learning a foreign language in the process of an educational business game allows us to significantly increase the effectiveness of learning the studied foreign language lexical and grammatical phenomena.

Among such characteristics, the following can be noted.

1. At the first stage of teaching/learning a foreign language with the help of business games, it is advisable to present new lexical and grammatical material in the form of tables that include all the necessary and sufficient properties of these phenomena and their differences from similar phenomena in the students' native language.

In addition, students learn to work with these tables, analyzing the similarities and differences between fragments of the picture of the world reflected in their native language and the picture of the world reflected in the system of a foreign language.

In order to avoid possible interference from the conceptual system of their native culture, students are provided with an algorithm for performing a comparative analysis. The tables and the algorithm represent an approximate basis for an error-free analysis of the similarities and differences of the systems of the native and foreign languages at the linguistic level and at the level of cultural meanings.

2. At the second stage of teaching/learning a foreign language with the help of educational business games, there is an understanding and rethinking of the studied foreign language phenomena, which can be organized with the help of conscious

construction of an utterance or semantic translation, first in written and then in oral speech.

3. At the third stage of teaching/learning a foreign language with the help of educational business games, there is preparation for dialogues that are necessary for the educational business game in the form of their practice in the oral speech of students using special vocabulary. Particular attention at this stage should be paid to the organization of a full-fledged communicative gestalt situation at the cognitive, linguistic and speech levels.

The organization of a successful communicative gestalt situation should be based on preliminary work to bring all possible subconscious reactions of polymodality into the sphere of students' consciousness.

Provided that these conditions for organizing educational business games are met, the efficiency of assimilation of foreign language lexical and grammatical material increases, the students' learning motivation and their interest in using a foreign language in their future profession are formed and maintained at a high level, which, in turn, makes them competitive specialists in the labor market.

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