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METHODOLOGY OF EDUCATIONAL GAME WHILE LEARNING ENGLISH FOR SPECIFIC PURPOSES

Modern educational game favorably differs from other methods of teaching that allows students to be involved in developing their own professional vocabulary, communicative skills and skills of listening. Furthermore, very significant advantage is that all games contain element of surprise, so the speech will be spontaneous. Any game can be determined as a special situational exercise, which creates the unique possibility for multiple repetitions and mastering the speech samples in conditions close to real communication.

Educational game aims to establish contacts between various people for the implementation of joint activities. Most typical communicative situations include exchanges of personal points of view, formal and informal discussions, participation in which students should be able to request information, speak to an audience with a message or presentation, debate. Educational games can be introduced during practical lessons as well as seminars to supplement the lecture course with creative thinking, spontaneous speech and brainstorming.

However, the method of educational game is rather specific and should be applied appropriately. First of all, it must coincide with both general and professional levels of students training. Game activity can be inappropriate if the tasks or issues of conversation are beyond the acquired knowledge. Also, the timeframes of the game should be clearly defined to avoid the informative overloading and monotony of the lesson.

It is obvious that methods of game are diverse in its nature depending on the aims of the educational process. But in any case, they must be presented as a particular model which consists of the following basic stages:

- a) preparation of the participants (to determine the theme, goals and tasks of the game);
- b) establishing of the rules and instructions (to approve the form and model of the game);
- c) issue discussion;
- d) analysis and evaluation of the game process and its results.

Educational game helps to monitor and correct knowledge, skills and abilities of the learners. It should be remembered that an easy game doesn't stimulate the mental activity of its participants. A more complex form of role-playing game is the task that contributes to the development of creative abilities of students, teaches to predict and verify the correctness of their spontaneous decisions. Participants receive a general description of the plot and description of their roles. They must not only communicate according to the role and tasks of the game, but also predict the behavior of their partner and respond appropriately.

Games often contain elements of social training that are required for the formation of social communication skills. Each participant is supposed to be actively involved in game activities. Successful game requires constant attention of all students. Even those participants who have a small role must continually focus on the information received and be able to evaluate it.

The role of the teacher in the game is constantly changing. At the beginning he actively monitors the activities of those involved, but gradually his role is reduced to an active observer. To a certain extent, it is the teacher who is responsible for the success of the game. He should clearly define the goals of the game and its components to create the environment where students can realize and improve their communicative skills.

Also at the initial stage of training at the university the use educational games is aimed at the development of linguistic and communicative competence of students. Senior students should be offered business games which content relates to their future careers. Such games contribute to the development of communication skills needed to work with business partners. In addition, creative tasks solving problematic situations orient future specialists to achieve effective results in their careers.

It is also important to note that the success of the educational game depends largely on the quality of handouts, effective organization and availability of sufficient relevant information which can create, maintain and increase student motivation to communicate.

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