

**Korobova E., Kardovich I.
Mironova D., Kalashnikova N., Zarudnaya M.**

USING GAME TECHNOLOGY TO DEVELOP COGNITIVE ACTIVITY OF STUDENTS SPECIALIZING IN ECONOMICS

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Authors:

- Korobova E.**, PhD in Pedagogy, associate professor, Plekhanov Russian University of Economics,
Kardovich I., PhD in Philology, associate professor, Plekhanov Russian University of Economics
Mironova D. PhD in Pedagogy, associate professor, Plekhanov Russian University of Economics
Kalashnikova N., senior lecturer, Plekhanov Russian University of Economics
Zarudnaya M., senior lecturer, Plekhanov Russian University of Economics

Korobova E.

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New economic conditions in our country stipulate the necessity to optimize professional training of future specialists. Higher education has a challenging task of forming an active, creative, professionally competent economist, capable of solving complex tasks in the modern professional environment. The need for effective and rapid development of professional foreign-language competence has caused the necessity to find ways to optimize the process of teaching foreign languages in an economic university. With a limited number of contact hours allocated for teaching a foreign language in economic universities, successful learning is impossible without a high level of students' cognitive activity. The monograph deals with certain criteria and characteristics of students' cognitive activity, as well as the approaches and methods that contribute to its development. We consider that game technology is an effective way, method and form of developing cognitive activity in the process of teaching a foreign language to students specializing in economics. It helps to provide wide opportunities for developing students' cognitive activity, increases the quality of acquired knowledge, and optimizes the entire learning process. The monograph deals with the content and organization of game activities at the lessons in integration with extracurricular activities. The theoretical positions of the research were verified experimentally. The final part of the monograph contains the conclusions and gives practical recommendations how to develop cognitive activity by means of game technology in the process of teaching a foreign language for professional purposes in a university.

***Keywords:** cognitive activity, game technology, business game, role-play, foreign language for professional purposes, professional foreign-language competence, optimization, motivation, extracurricular work.*

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Introduction

New economic conditions in the Russian Federation stipulate the necessity to renovate the whole educational system, including the higher education. “The higher education ... is facing the task to fulfill its mission in a changing world, to satisfy the needs and requirements of the 21st century society, where knowledge, information and education play the leading role” [190, p. 3-10].

With technological advances, an increasing number of different types of activities require high qualifications and, therefore, higher education. Optimization of professional education is becoming more and more important. The number of people involved in professional education, professional retraining, upgrade training, post-graduate training. Now we speak about life-long learning, as no education can be considered as final. In the fast-changing conditions any professional has to adapt theoretical knowledge to real life professional situations, develop new skills and competences, get new theoretical knowledge in order not to lag technological advances.

The modern educational system has a contradiction between the speed of innovative processes in the society and the existing pedagogical tradition to consider a student to be an object of teaching. Such kind of approach cannot provide natural and complete vision of professional self-fulfillment, about appropriate application of theoretical knowledge. On the contrary, student-centered educational approach provides necessary conditions to develop the student’s personality, their creativity as the subject of self-directed social, professional and cognitive activity.

Nowadays we see gradual transition to anthropocentric paradigm of student-oriented educational concept. The main idea of educational reforming in Russia is in its humanitarian orientation, putting into action the principle, proclaimed in the Constitution of the RF “A person, their rights and freedoms are the supreme value” (Article 2). Such educational paradigm is becoming generally accepted in Russia, but its implementation is rather difficult as we still have «...traditions of proclamatory and speculative humanism and transition to real, proper humanism is

rather difficult in theory and especially in practice where we have implications of authoritarian and toughly regulated education» [6, c. 11].

Higher education has the objective to form an active, creative, professionally competent economist with wide academic outlook, able to solve complicated professional tasks of the modern professional world.

Now we face changes in syllabus - new Federal education standards have been introduced. The volume of education content has increased, but at the same time for studying the material has decreased. It also applies to a foreign language as a non-core subject in teaching future economists.

On the other hand, the process of globalization and increasing international contacts have made teaching a foreign (especially English) language extremely important in professional training. A modern economist cannot work in the multicultural professional environment without well-developed professional foreign-language competence. Proficiency in a foreign language will make a graduate professionally competitive on the labor market and ensure further professional advancement.

At the same time with rather few academic hours for teaching a foreign language young professionals in economics not always have a high proficiency in a foreign language and face difficulties with using a foreign language in practice. It happens because developing professional foreign-language competence does not get enough attention. A foreign language is often taught using traditional, old fashioned methods without taking into account professional needs of the students. It results in low cognitive activity of the students. After three years (specified by the program) of such teaching in a university, the graduate does not have fully formed professional foreign language competence and has difficulties with a foreign language in their professional life. That means that the main objective of teaching a foreign language in university – to form professional foreign language competence - is not achieved. Such contradiction makes it necessary to search for the ways to increase efficiency of teaching a foreign language in economic universities.

Development of higher education has led to understanding the necessity to apply competence-based education which helps

to use skills in real life professional situations and is rather promising in implementation of student-oriented professional education.

The concept of competence-based education and ideas about its practical implementation started to form in the 70th of the XXth century in the USA. The term “competence” was offered by Avram Noam Chomsky, he used it speaking about the theory of language and transformational grammar [197]. It was stipulated that ideally usage is reflection of competence, but in real life usage is the display of a hidden, potential competence, which is connected with the speaker and their personal experience.

Taking into account all the above-mentioned, special attention should be given to perfection of teaching methods which develop students' cognitive activity, their creativity, the ability to apply their knowledge in practice, the methods which make it possible to create quasi-professional situations at the lessons, use authentic language material, take into account professional requirements of the future economists.

One of the teaching methods which help to increase students' cognitive activity, which facilitate their adaptation to real professional environment is game technology, because they simulate professional communication in class and contribute greatly to developing professional foreign language competence. It is especially important in the case of teaching a foreign language for professional purposes as the language is a means of communication, not one of theoretical subjects. Traditional teaching vocabulary and grammar in a university is not a good way to make the future specialist able to use the language in professional communication. However, if game technology is used regularly, it helps to form cognitive activity, independence, innovative thinking, skills of professional communication, helps to master the profession.

Using game technology in teaching students fully corresponds to the tendency to transfer from mainly informative to active forms and methods of teaching with elements of problem-solving teaching, research, self-directed learning. This technology develops students' creativity.

Game technology has some didactic functions: it is a method of teaching, an organizational form for cognitive activity, a means to involve students in quasi-professional situations.

But the desire to use game technology in higher education runs against lack of methodology of their application in real teaching a foreign language. It made this research necessary.

We have studied the main scientific works connected with the problem of developing cognitive activity and application of game technology in school and professional teaching.

The problem of developing cognitive activity in the context of psychology is investigated in the works of B.G. Anan'ev, L.S. Vygotsky, A.N. Leontiev, S.L. Rubinstein and other scientists; from the point of principles, methods and forms of teaching in the works of Yu.K. Babansky, I.Ya. Lerner, M.I. Makhmutov, P.I. Pidkasisty, M.N. Skatkin and other researchers. Russian scientists investigated particular issues connected with activation of educational process. Theoretical and practical aspects of active learning and the problem of cognitive activity in education are investigated in the works of B.I. Korotyaev, I.Ya. Lerner, M.I. Makhmutov, M.N. Skatkina and other scientists. A certain contribution in development of problem of active learning was made by the research, dedicated to interest and cognitive desire, made by K.Sh. Akh'iyarov, L.I. Bozovic, T.A. Ilina, Yu.P. Pravdin, T.I. Shamova, G.I. Shchukin and other scientists.

The problem of developing cognitive activity in teaching a foreign language was researched by G.S. Abramova, I.A. Winter, G.A. Kitaygorodskaya, M.A. Davydova, A.A. Leontyeva, E.I. Passova, G.V. Horny and other scientists.

Some scientists did research of developing cognitive activity of students as one of the ways to intensify professional training: K.Sh. Akh'iyarov, A.L. Berdichevsky, A.A. Verbitsky, V.M. Vergasov, L.G. Vyatkin, L.K. Grebenshchikova, I.S. Dyatlovskaya, T.I. Zhelezovskaya, O.Yu. Iskandrova, L.A. Kofanova, A.P. Mikhailov, R.A. Nizamov, P.I. Pidkasisty, Yu.P. Pravdin, A.F. Esaulov and others. However, the problem of developing cognitive activity of future economists in the process of teaching a foreign language was not studied properly.

Using game technology in teaching was studied by Russian and foreign scientists from different aspects – philosophical (I.V. Bestuzhev-Lada, I.S. Kon, V.M. Rozin, G.P. Schedrovitsky and other scientists), psychological (P.P. Blonsky, L.S. Vygotsky, A.N. Leontyev, S.T. Shatsky, D.B. Elkonin, J. Piaget, and others),

pedagogical (J. Korchak, A.S. Prutchenkov, OS Gazman, PI Pidkasisty, E. Bern and others). Motivation in game was studied by R.I. Zhukovskaya, L.S. Slavina and others; game as a means of practical cognitive activity was studied by R.I. Zhukovskaya, A.A. Lublin and others. Game was studied as a means of personal growth and versatile development (Yu.L. Babansky, O.S. Gazman, R.I. Zhukovskaya, M.V. Clarin, PI Pidkasisty, S.A. Shmakov, G.I. Shchukin and others), as an incentive to form positive emotions (Z.I. Ravkin, M.V. Yuriev, M.G. Yanovskaya and others). Some scientists were studying game as a multifunctional phenomenon – as a means, method, form, emotional incentive for common (O.S. Gazman, S.A. Shmakov and others).

Business games were studied by Russian and foreign scientists (M.M. Birnstein, A.A. Verbitsky, Ya.S. Ginzburg, V.M. Efimov, O.V. Kozlova, V.F. Komarov, PI Pidkasisty, M.L. Razu, A.M. Smolkin, I.M. Syroezhin and other scientists; K. Abt, T. Butler, R.G. Graham, K.F. Gray G. Hale and others). A.A. Verbitsky, considers a business game in higher education from the point of sign-context learning and finds its essence in the fact that it is “a form of creating the subject and social context of professional activity, simulating the system of relations, typical for the particular job” [34, c. 128].

But the majority of scientific works are dedicated to the problem of using game technology in school teaching (E.I. Balakireva, T.V. Berezovskaya, G.V. Devyatkina, V.G. Denisova, E.M. Dianova, E.A. Zhdan, A.I. Zakharov, S.N. Zlobina, N.N. Mikhailova, I.M. Pechersky, A.S. Prutchenkov, MS Smirnova, A.V. Solonko, E.A. Strelkova, M.F. Stronin, D.B. Elkonin and other researchers in this field).

Studies of using game technologies in higher education are mainly devoted to the training of future teachers (O.Yu. Gryazneva, O.A. Zhebrovskaya, I.B. Korotyaeva, L.N. Matrosova, A.V. Utkin, V.M. Filatov and others), military officers (O.A. Artemyeva, A.M. Knyazev, V.A. Zemtsov and others), engineers (S.A. Klementyev, L.A. Kofanova, N.A. Leibovskaya, T.V. Lopukhova, TV Rotanova and others).

It is offered to use business games with students specializing in economics at their core subjects as a means, form and method of their economic education. A foreign language is

supposed to be one of the non-core subjects. The idea of using game technology to develop cognitive activity of students specializing in economics in the course of teaching a foreign language for professional purposes has not been fully investigated in pedagogical and physiological scientific studies.

Thus, the relevance of this research is specified by:

- contradiction between increasingly high requirements to professional foreign-language competence of economists and the poor results of teaching a foreign language in real life conditions of professional training;
- urgent need to develop cognitive activity of future economists in the process of learning a foreign language;
- lack of theoretical investigations of pedagogical conditions of developing future economists' cognitive activity in the process of teaching a foreign language by means of game technology.

The abovementioned conditions stipulated the necessity to find some ways to optimize teaching future economists with the aim of forming professional foreign language competence.

We believe that cognitive activity of students specializing in economics will be developed by means of using game technology in the process of teaching a foreign language under certain pedagogical conditions (see below).

The objectives of this monograph:

- analyze the studies in psychological and pedagogical literature and in practice and specify the definition of cognitive activity and its role in teaching a foreign language to future economists;
- find out the factors and conditions of using game technology to develop cognitive activity in the process of teaching a foreign language to future economists;
- develop the methodology of organizing business games in order to form professional foreign language competence of future economists;
- work out a theoretical model of developing cognitive activity by means of game technology and test it in practical teaching the process of teaching a foreign language to future;

- study the possibilities of developing cognitive activity during extracurricular activities of the future economists;
- - develop and justify scientific and methodological recommendations for university teachers, specializing in teaching a foreign language.
 - The methodological basis of the monograph was:
 - holistic approach to the pedagogical process (V.S. Ilyin, V.V. Kraevsky, I.Ya. Lerner and others);
 - ideas of student-centered learning, the concept of the student as a subject of educational process (E.V. Bondarevskaya, V.V. Serikov, I.S. Yakimanskaya and others);
 - personality-activity approach to learning, revealed in classical philosophical, pedagogical and psychological works (Russian researchers: V.M. Vergasov, L.S. Vygotsky, V.V. Davydov, I.Ya. Danilov, A.V. Zaporozhets, TA Ilina, I.N. Kazantsev, E.N. Krasnyanskaya, A.N. Leontyev, R.A. Nizamov, I.T. Ogorodnikov, PI Pidkasisty, M.N. Skatkin, K.D. Ushinsky, G.I. Shchukin, D.B. Elkonin and others; and foreign scientists: Ya.A. Comenius, J.-J. Rousseau, I. Pestalozzi and others);
 - systems theory and systematic approach, justifying the value of this approach in developing students' cognitive activity in the process of teaching a foreign language;
 - the leading principles of state policy in the field of education (humanization, democratization).

Theoretical background of the research: physiological theory of activity (L.S. Vygotsky, V.V. Davydov, A.V. Zaporozhets, A.N. Leontyev, D.B. Elkonin, and others); activity approach to personal development (B.G. Ananyev, S.L. Rubinstein and others); systems approach to research (V.G. Afanasyev, I.V. Blaiberg, V.P. Kuzmin, I.V. Yudin and others); the theory of the leading role of motivation in cognitive activity (Russian researchers: L.I. Bozovic, L.S. Vygotsky, V.S. Ilyin, T.A. Ilina, V.A. Levin, A.N. Leontyev, T.I. Shamov, G.I. Shchukin, I.F. Kharlamov and others; foreign scientists: R. Burns, B. Weiner, D. Dewey, J. Nichols, K. Rogers and others); research on the main ways to enhance educational and cognitive activity (R.A. Nizamov, N.D. Nikandrov, T.I. Shamov, G.I. Shchukin and others), main ideas of the game theory and game learning theory (Russian scientists:

A.A. Verbitsky, L.S. Vygotsky, V.M. Demin, A.V. Zaporozhets, P.F. Lesgaft, PI Pidkasisty, KD Ushinsky, J.S. Khaidarov, S.A. Shmakov, G.P. Schedrovitsky, D.B. Elkonin and foreign scientists K. Groos, R.D. Lewis, J. Neumann, J. Piaget, G. Spencer, F. Schiller, J. Huizinga and other scientists); provisions on the multifunctional role of language in the personality development (B.G. Ananyev, V.A. Artyomov, O.I. Gorbunenko, A.A. Leontyev, L.V. Scherba and others).

The main provisions of the monograph:

Teaching a foreign language for professional purposes at the economic university, should be combined with professional training by means of developing cognitive activity with the help of game technology.

Using game technology in class and in extracurricular activities in order to develop cognitive activity provides the real possibility to stimulate professional environment for future

The pedagogical conditions for developing students' cognitive activity in the process of teaching a foreign language for successful application of game technology:

- game technology will be used purposefully and systematically and will be introduced in teaching gradually from simple partly-professional games and role-plays to full scale professionally-oriented business;

- business simulations will be connected with the future professional activity of the students, based on interdisciplinary connections (the content of game situations will be based on the material that is studied in core subjects); with the involvement of modern authentic materials, which will develop professionalism, increase awareness of the economic problems of the country and the whole world;

- game technology will be used in class and in extracurricular activities;

- extracurricular activities will be efficient enough to form independent cognition, contribute to develop professional competence, create conditions for further self-study and advancement in profession;

- university teachers will be trained to use game technology with the aim of developing students' cognitive activity.

The theoretical significance of the research is as follows:

- pedagogical conditions for efficient using of game technologies to develop cognitive activity were identified and justified.

- content, forms and methods of arranging business games and game situations and the technology of their inclusion in the educational process of an economic university were developed

- characteristics of 3 levels of cognitive activity were developed and substantiated;

- the unity of classroom and extracurricular work as a condition for effective developing of cognitive activity and forming professional foreign language competence was proved

The practical significance of the research is as follows:

- The principles of developing cognitive activity by means of game technology in the process of teaching students specializing in economics were developed and introduced into the practice of teaching a foreign language at the RSUTE - Russian State University of Trade and Economics - (now PREU – Plekhanov Russian University of Economics).

- The methodology of using game technologies in teaching a foreign language to future economists was developed and tested.

- Originally developed business games and role-plays were implemented in practical teaching and used in textbooks. They can be used in practical teaching in other universities.

- Program of extracurricular work – Business Communication Club - was developed and implemented.

- Other forms of extracurricular work were developed and implemented – visiting professional exhibitions followed by discussions, extracurricular reading of literature on economics, participation in project and research work – which contribute to developing cognitive activity, creativity and motivation.

- Recommendations how to use game technology to develop cognitive activity in teaching a foreign language were developed.

Monograph structure.

The monograph consists of introduction, two chapters, conclusion, bibliography and 8 appendices.

Introduction deals with the relevance of this research, its methodological and theoretical bases, objectives, theoretical and practical significance and the novelty of the research.

Chapter 1 deals with the main aspects of cognitive activity and theoretical bases using of game technology in teaching. The existing practice of using game technology to develop cognitive activity of students specializing in economics is analyzed.

Chapter 2 is devoted to the content and organization of game activities in classrooms in conjunction with extracurricular work. The methodology, stages and results of experimental teaching with the use of game technology in classroom and in extracurricular work are described in detail.

In **Conclusion** we give theoretical findings of the research and practical recommendations how to develop cognitive activity by means of game technology in practical teaching a foreign language to future economists.

There are 8 appendices where you can find the forms which were used to estimate the results of the experiment, the program of Business Communication Club work, examples of business games for professional purposes and other materials.

Chapter 1. Psychological and pedagogical aspects of developing cognitive activity

1.1. Cognitive activity and its psychological and pedagogical characteristics

Scientists define cognition as a socio-historical process of people's activity aimed at reflecting objective reality in a person's mind. In the modern philosophy cognition is considered a creative activity, oriented to getting knowledge about the world. Cognition is an essential characteristic of culture existence [132, c. 527]. Nowadays, when science and technology are becoming an increasingly important determining factor of social development, the role of scientific knowledge is constantly increasing: now it not only opens up unlimited prospects for the civilization development, but also, solves the problem of choosing the way, which civilization will choose, determines its possibilities, defines its goals, develops the means and methods for achieving them [188, c. 5].

Cognition is an inherent part of people's orientation in the world. Whether it is possible for mankind to develop knowledge that is an adequate reproduction of reality, what the grounds and criteria for cognitive activity are - these are the questions for the philosophical analysis of cognition.

Cognition is studied by many special sciences that explore various aspects of cognition, contributing to the study of the problem - philosophy, pedagogy, psychology.

The theory of cognition is a rather widely developed theme in philosophy. But, despite this, the topic has not lost its relevance in our time. On the contrary, it is actual to consider the issues related to a person's cognitive activity today, in connection with the formation of new economic relations that lead not only to changes in the material sphere, but also to global changes in the spiritual sphere. Today, the problem of a person's creative self-development and self-education, their adaptation to the changing conditions of life is vital. The possibility of such development gives

cognitive activity and mental independence, which provide a wide field of activity in the sphere of education and self-education.

Among many needs that are connected with human socio-cultural life, the need to cognize is one of the earliest and most essential for their existence. This need received its theoretical justification in a number of philosophical and special scientific disciplines, as a result of which the doctrine of cognition was developed (the theory of knowledge).

Philosophy considers cognition to be a complex process of perceiving the essence of objects from the analysis of the phenomenon to the analysis of the essence, from the study of the subject to the study of the system of interrelations between objects. Cognitive activity of a person is based on their object-sensory, material activity. In the process of development, our knowledge is becoming more specific, and objective. The criterion and the only means of verifying the truth of our knowledge is practice. The practical activity itself is always based on certain theoretical knowledge. People act guided by their ideas about reality, setting themselves certain goals. Complete objective activity is carried out in the integration of practice and theory. Practical activity reveals how correctly ideas and theories reflect the essence of the phenomena.

In the information society, the problem of getting knowledge is one of the most important for the whole society. At the same time, the issues and character of the cognition theory are changing. There are new ways to discuss and solve traditional problems, and new issues and problems connected with the modern society.

The first stage of cognition begins with sensory experiences, on the basis of which the human brain forms ideas. These primary ideas, combined and transformed by imagination, can form more complex ideas, but they yield to knowledge realized through abstract thinking in their depth of penetration into the object. Abstract thinking is an indirect and generalized reflection in the human brain of what is studied by sensory experiences.

Cognition in the form of creative, predictive and transforming activity is an exclusively human way of reflecting reality and necessarily supposes the activity and independence of the subject.

As we have mentioned above cognition is studied by different sciences. From the point of pedagogy, the study of cognitive activity is essential, since the destiny of the whole civilization depends on people, their ideas, way of life, the whole complex of their behavioral attitudes. What moral values will people learn, how will they apply them in real life? Will the person direct their abilities, intellect, will for the good of the world, or remain an indifferent observer of current events - what kind of person they will be – greatly depends on those to whom the great and noble mission of personal development is entrusted [202, p. 12], i.e. to teachers.

The object of pedagogical studies is education, which is the transfer of the generations' experience, the involvement of human beings in the life of society, the assimilation of social experience by the individual and its development [143, p. 6]. To identify, study, systematize and apply in practice the basic laws and principles of knowledge means to answer the main questions of pedagogy - how and what to teach. Moreover, in an industrial society with its time deficit and the growing information flow, the issue of how to optimize the learning process, how to help a person to get more knowledge within a shorter period of time, how to teach them not to be lost in the enormous amount of data and facts that they receive is especially important.

There are different concepts of cognition in general and of cognitive activity in particular in pedagogy. In modern pedagogical science, there are different directions and paradigms of education: authoritarian and humanistic.

The first concept - authoritarian pedagogy - refers to the traditional educational paradigm of the object type and comes from the authority of the teacher. Teaching according to this paradigm is aimed at transferring the ready-made conclusions of science (by a teacher, with the help of teaching tools), facts, patterns, principles and rules to the students, instead of teaching students to open them independently, i.e. to teach methods and ways of solving problems [126, p. 92]. With this teaching paradigm, the subject is considered a kind of projection of the science, the educational material is didactically prepared scientific knowledge [75, p. 16]. Such a direction does not deny the students' role, but treats them as passive listeners and observers,

the object of pedagogical influence which should be encouraged to study the material, develop their abilities within the frames of the teacher's instructions. The teacher has the leading role as they present the material to the student. In conventional practice, the vast majority of academic time is occupied by information-transferring methods and technologies [126, p. 27]. With authoritarian paradigm, the teacher is as active as possible. This approach gives the student a certain amount of information which relevant at the time of its providing, but does not teach to get new information independently as the old one becomes obsolete or to apply the knowledge in an unconventional situation when an original decision is required. Such approach is considered obsolete nowadays as in the modern information society the information gets out-of-date before the schoolchildren leave schools and students get their diplomas.

Humanistic paradigm (an innovative paradigm of the subject type, the development of which began in the second half of the nineteenth century) puts the person in the center, it states the maximum activity of the student who is the responsible subject of independent cognitive activity aimed at satisfying the socially significant needs of the person. Teaching has the person-oriented character. Humanistic pedagogy contributes to the disclosure of the student's abilities, the cognition of the world and of a student himself in this world is realized through joint efforts of both the student and the teacher. The student also enriches the teacher, as the teacher helps the student to cognize the world. Teaching the student, the teacher cognizes himself, reveals the essence of the human being and thus enhances their professionalism.

Humanistic pedagogy sees the main task in the student's self-realization. Such an active role of the student in cognitive activity substantially optimizes the process of getting knowledge, improves its effectiveness. Without denying the need to get a lot of information, this paradigm in pedagogy seeks to develop a creative personality capable of applying this knowledge in new conditions, to move away from the standard model in decision-making. The central place in the given pedagogical paradigm is the problem of formation of the learner's cognitive activity as a necessary condition for the development of the creative personality. The self-destructive pedagogy of coercion is

completely replaced by the pedagogy of cooperation, which establishes the student's connections with the outside world as a single system and orientates toward friendly relationship between the teacher and the student and leads to creative studying [103, p.41].

There are a large number of definitions of cognitive activity and various characteristics of its features and attributes. Cognitive activity is the degree of the student's energy in cognition ... which is characterized by the student's participation in the search for the unknown [123, p.45]. Cognitive activity is defined as both a personality trait, and an individual's selective activity aimed at transforming the object and achieving the task and goal [16, p. 93], and as "the student's active condition, which is characterized by the desire for learning, mental strain and willful efforts" [194, 57].

The phenomenon of activity exists both in animate and inanimate nature. As a philosophical category, most philosophers understand activity as a universal feature, an attribute of matter, but this feature is inherent only to living systems. Human activity is aimed at the formation of one's own personality, according to A.N. Leontiev, the internal subject acts through the external and thereby changes itself [108, p. 180].

T. I. Shamova identifies two meanings of the term "activity":

- the party, the component of any process of interaction, determined by the intrinsic nature of the object;
- a process whose nature is determined primarily by the internal determination of the object, its self-conditioning, in this internal determination dominates over the external one [199, p. 15].

Cognitive activity and cognitive independence are characteristics of human cognitive actions and, at the same time, essential qualities of a person, capable of cognizing the surrounding world in the process of its transformation. These qualities are defined as an emotional-volitional, moral and intellectual readiness of the person to cognize. Typically, it is viewed as mental efforts, initiative, cognitive interest, efforts in acquiring knowledge.

Activity is a way of interaction in the material world, the realization of opportunities, which causes complex and varied

changes both in the world, being the object of activity, and in the human personality. One of such changes is the development of cognitive activity as an integral feature of the human personality. Activity as a personal characteristic expresses a particular state of the person and their attitude to the activity (attentiveness, inclination, active participation in the general process, prompt response to changing circumstances of the activity). Personal activity is one of the central issues of a person's development [209, p. 25].

Cognitive activity is a component of general activity, a special kind of mental activity. This is a complex integral quality of the developing personality. It differs from simple learning activities where the student's work is limited to reproductive activities. However, cognitive activity is an independent student's activity at the productive, creative level.

Educational cognitive activity is stated by the following indicators: selectivity in the approach to the objects of cognition; setting goals and tasks for oneself; change of the object in the activity aimed at solving the problem; the desire to get new information; target awareness; creative search for ways and means to solve the problem; application of these means to achieve the purpose; mental concentration and sustainability of attention; volitional efforts; mental activity; the desire to move away from the standard; initiative [199, p.32]; willingness to participate in the activities; active application of the knowledge and skills; the desire to share new information with others; emotional attitude to the activity; willingness to act (concentration of attention, desire to overcome difficulties; reaction to the end of the lesson); free choice of activities - the choice of books, the choice of activities during leisure hours. [209, p.104-109] and other characteristics.

Studying the presence of cognitive activity, researchers also pay attention to whether the student is ready to actively master knowledge with persistent, systematic volitional efforts, the ability to self-study, plan independently, organize the cognition process, monitor and evaluate the results.

The development of cognitive activity is directly connected with the development of cognitive interest - the desire to cognize an object or phenomenon, to master some new type of activity.

Interest is selective and is one of the most significant incentives for acquiring knowledge [159, p. 373]. If there is a stable interest to getting knowledge, the quality of the latter is better; as interest is the person's perception of the subject as something valuable and attractive.

Researchers distinguish such components of cognitive activity as intellectual (or cognitive), motivational, pragmatic, emotional [182].

In accordance with these components, the criteria for the formation of cognitive activity are stipulated:

- cognitive (academic progress, knowledge quality);
- motivationally-demanding (presence of cognitive interest, involvement in extracurricular forms of work, etc.);
- operational-practical (ability to solve problems creatively, readiness for independent work, etc.);
- emotional (the reaction to the content of the information received, to how the process of educational mental activity is organized).

Depending on how well cognitive activity is developed, three levels of cognitive activity are usually distinguished: high, medium and low. Some scientists give their own definitions of the levels.

G.I. Shchukina defines the levels of student's cognitive activity as follows:

Reproductive-imitative: the experience of an activity is gained with the help of another person's experience. Here the level the person's activity is insufficient.

Search-performing activity is characterized by greater independence and is a higher level of activity.

Creative activity - the highest level of activity. If such activity is developed, the person sets tasks, chooses new, unconventional ways of solving the problem. [207, p. 27].

E.V. Korotaeva suggests dividing the levels of cognitive activity depending on how they are shown into:

Zero (passivity, expectation of habitual pressure from the teacher, refusal to solve the problem independently);

Relatively-active (interest in certain learning situations associated with emotional attraction);

Executive-active (the ability to subordinate emotional, intellectual and volitional efforts to specific learning goals);

Creative (typical for capable and gifted students) [95].

T.I. Shamova identifies reproducing, interpreting and creative cognitive activities [199].

High (creative) cognitive activity is characterized by desire for cognition, mental effort and the demonstration of learners' moral volitional qualities. Cognitive activity is of an individual character. Significant signs of high activity are a high intellectual-indicative reaction to the content of the educational material on the basis of the cognitive need, the implementation of a number of consistent and interrelated actions aimed at achieving a certain cognitive result.

The criterion of this level of cognitive activity can be the student's interest in understanding the phenomena and processes studied, independent search for a problem solution in the process of cognitive activity, cognitive consistency, competence, etc. A typical indicator of this level of cognitive activity is the strong-willed qualities of the learner, concentration, perseverance and persistence in achieving the goal, broad and stable cognitive interests.

Such a high level of cognitive activity is usually provided by creative teaching methods, including game technology.

The average (search-performing) level of cognitive activity is characterized by recurrent need for cognitive activity and the average level of proficiency. Students have both active and passive periods, greatly depending on the existing conditions, lack of initiative, sluggishness.

The low (reproductive-imitative) level of cognitive activity is characterized by no definite motives for activity, passivity in self-improvement, the lack of initiative and creativity, inability to put knowledge into practice and lack of desire to do it.

Consequently, when students achieve a high level of cognitive activity in the process of getting knowledge, the result will be of higher quality. Since activity is one of the necessary conditions for cognition, then the person involved in the learning process should be as active as possible. The aim of the teacher is to contribute in every possible way to developing cognitive activity of the students.

The basis for increasing cognitive activity is correlation between mental and practical activities. This principle of the unity of consciousness and activity was formulated by the psychologist S.L. Rubinshtein. He stated that the real human consciousness can not be detached from the activity in which it is implemented and formed in the same way as motive-based and focused human activity can not be isolated from the psyche, from the consciousness [192, p. 192].

S.L. Rubinshtein made a conclusion that learning presupposes certain internal conditions that ensure this process and lead to the creation of new internal conditions that are necessary for acquiring the subsequent knowledge.

This is achieved by the teacher's goal-oriented activity, aimed at improving the content, forms, methods, means of teaching, in order to stimulate interest, increase activity, creativity, student's mental independence.

Many scientists associate the activation of cognition with so-called "problem-based teaching" (when the teacher organizes relatively independent search activity, during which students get new information), the use of information-communication technologies (ITC), the professional-oriented content of education (in higher education), the combination of classroom and extracurricular forms of work.

Some types of classical problem-based teaching have been developed: business and simulation games, process modeling (by means of computer as well), case analysis, brainstorming, heuristic discussion and others. In practice such problem-based teaching has shown the best results, in comparison with purely reproductive education, typical for authoritarian pedagogy.

Activation of cognition is possible through developing a system of methods and approaches, finding the most effective modes of teaching, the rational programming of practical situations corresponding to those conditions in which the application of professional knowledge and skills is necessary. The following components are the necessary conditions for the formation of cognitive activity:

- -teaching should be based on students' active thinking,
- -teaching should correspond to the level of students' development,

- -a positive emotional tone is necessary in the learning process.

Thus, the teacher activates students' cognition. As a result of this effort, students' cognitive activity is gradually developed, which affects the whole process of cognition.

One of the most important components of cognitive activity development is forming cognitive independence.

Cognitive independence is associated with the cognitive activity of students. Cognitive activity presupposes a certain level of independent ideas. The development of activity creates the necessary conditions for the development of independence. Only being constantly involved in the active study of the material, students begin to direct their actions, as a result some forms of cognitive independence are developed. Independence, having arisen on the basis of activity, has a positive effect on the activity itself. As Z.I. Zagvyazinsky notes, independent work contributes to deepening, expanding and systemizing of information, to increasing motivation for cognition. It forms the student's desire for constant replenishment and renewal of their knowledge, teaches them how to use proper and rational timing in particular conditions" [78, p. 71].

It is cognitive independence combined with cognitive activity that can radically improve the whole process of cognition, since no object, no phenomenon of neither material nor abstract world, can be formed in a person's mind without independent cognitive actions.

Independence means a set of different features, for example, the ability to prioritize, generalize, reveal the essence of phenomena, establish cause-effect relationships, curiosity, interest, and many others. Cognitive independence is not limited to the ability of the student to work independently under the supervision of the instructor. The key of cognitive independence is that it is invariant with respect to any activity, from educational to professional.

S.L. Rubinshtein considers, that the genuine independence assumes conscious motivation of actions and their validity. Freedom from other people's influences and opinions is not a willfulness, but an authentic manifestation of the will

independence [159, p. 405]. Knowledge which is acquired by self-directed learning remains in memory for a longer period, the search for information itself is an important cognitive process.

Higher education, following school, is a new stage in world of cognition, the stage of realizing the student's place in life. The key focus here should be on preparing students for their future professional occupation. It is necessary to develop and foster students' cognitive activity not only by using certain methods and approaches, but to activate the whole process, to identify a system of methods, techniques that enhance the students' activity [132, p.39].

K. Sh. Akhiyarov and Yu. P. Pravdin formulated the principle of developing cognitive activity in higher education: students' cognitive activity is an intensive learning process, stipulated by the need and readiness of the person for intellectual and professional activity, ensured by the proficient level of teaching, resulting in developing a student as a subject of educational process. [14, p.56].

In university education, the main emphasis should be put not on transferring a certain amount of information to students (as in the era of scientific and technological progress, the information given to the student becomes outdated before the young professional manages to apply it in practice), but to develop their culture thinking. High school education should encourage people to think, give impetus to their development and perfection.

It is becoming increasingly urgent to teach future specialists to find necessary information themselves and to be able to use the information at hand creatively. With the present higher education system, students receive about 40% of knowledge from the teacher, while the remaining 60% find by themselves. Moreover, this ratio is gradually changing in the direction of more independent work of students.

But most of yesterday's schoolchildren are not accustomed to get knowledge themselves, since at school teaching was built according to the principle: pupils listen to the teacher's explanation, do some tasks at home, retell the material at the next lesson. Developing students' independent thinking, it is vital to develop their cognitive activity, which is closely related to such concepts as differentiation in cognition and motivation.

Teachers should include in their activity such aspects that would provide a dialectic of cognition, revealing the multiple connections of phenomena and processes. Such approach as not a new one, as Disterveg noted that a bad teacher gives information, a good one teaches how to find it. [94, c. 89]. The rational use of reproductive and productive components, the complexity of learning activities and their interrelations, research and creative component in them ensures a smooth transition of students to professional and scientific thinking. Students' participation in research activities increases their independence and initiative in the process of cognition.

To ensure effective teaching of the future specialist, it is necessary to put the student in conditions close to their future occupation, which will help to shorten the period of a young specialist's adaptation to the professional environment, enable them to apply knowledge more effectively for solving specific professional tasks.

Such form of teaching is called quasi-professional. The main idea of it is to create at the lesson the conditions which are rather close to the future professional activity of the students. The most efficient form of quasi-professional activity is a business game which creates the substantive, social and psychological content of the future professional activities of students.

The possibilities of using game technologies in teaching will be considered below in paragraph 1.2 of this research.

The undertaken analysis leads to the conclusion that cognitive activity is an intensive learning process stipulated by the needs of the individual. Cognitive activity is not an inherent feature of the personality; it is developed in the process of cognition with a high level of the person's cognitive independence. A person's professional career and their efficiency as a specialist is by large determined by their cognitive activity at different levels of training period.

1.2 Theoretical aspects of using game technology in universities

This paragraph deals with the psychological and pedagogical aspects of using game technology to develop future economists' cognitive activity and professional foreign language

competence. The experience gained by Russian and foreign practitioners on using games in university education is analyzed here.

The game is a general scientific concept. This term has different interpretations in philosophy, pedagogy, psychology, theory of history and art. Game simulations are used in both theoretical and applied fields of knowledge. The game is intrinsic of economic processes, scientific and artistic creativity, political and military activities, psychotherapy, and the like. The game accompanies humanity throughout its history.

J. Huizinga pointed out that in different languages the game concept is reflected in various ways. He stated that in ancient Greek there were three concepts of the game: children's play, game for fun, competition. In the Sanskrit language, he found five meanings of the same word: the children's game, the presentation game, the joke game, the game as a series of random inexplicable coincidences, the game as a pretense. This researcher perceived the game as the basis of culture, considering it the most typical demonstration of human essence, and defined the human being as *Homo Ludens* [195, c. 47].

The concept of game in the Russian language was developing gradually. "Russian encyclopedic dictionary" (1877) includes round dances, sports competitions, circus performances in the idea of the game. The "Big Encyclopedia" (1902) edited by Ed. S. Yuzhakov gives the following definition of the game: "... the game is an occupation that has no practical purpose and serves for entertainment or fun, as well as the practical application of certain arts (stage performing, playing a musical instrument)" [29, p. 61]. In V. Dahl's dictionary the game is defined as fun with certain rules, and things that serve it [60, p. 54].

- "Small Dictionary of the Russian Language" identifies the game as an activity that serves for entertainment, recreation, competition and a set of items for such an activity. Sports competition between two rivals, held according to the particular rules up to a certain moment, which is considered its end. Actions pursuing a secret goal, intrigue. [115, p. 172].

- "Psychological dictionary" defines "game" in the following way: "The game is one of the activities of humans and animals ...

Children's play is an activity that consists of reproducing adult actions and relations by children, aimed at cognition of the surrounding reality" [152, p. 117].

The Soviet Encyclopedic Dictionary defines the term the following way: "The game is an unproductive activity, the purpose of which lies not in its results, but in the process itself. It is important in children's education, training and development as a means of psychological adaptation for future life" [171, p. 475]. However, it is worth mentioning that the game seems unproductive only at first glance. The game helps to get knowledge, skills, competences, behavioral stereotypes.

The term "game" is used both directly and figuratively (e.g. stock market game, mind game, imagination game, the game is worth the candle and many others). There are a lot of word combinations, such as a game plan, a game of chance, game over, game appeal, a game bag, to make a game of somebody and so on. Such a variety of words and phrases derived from the word "game" confirms the huge role of the game itself in human life.

There are two separate words in the English language to define the term. These two words - «play» and «game» are synonyms. However, the first one is formed from a verb and stresses the process, while the second states the idea.

The Collins Explanatory Dictionary [230] gives 26 interpretations and phrases with the word "game" and 35 with the word "play".

Here are some examples: play indoors, play ball, play both ends against the middle, play at sentiment, play politics, play a good stick, play fair, play for safety, play favorites, play through, play off, play back, play smb. like a fish, play on words, perform a play, make a play for smth., play of light. Computer game, win a game, the Olympic Games, big game, give the game away, be a game, the only game in town, game over, a game of chance, round game, word game, game of tennis, to lose a game, practice game, none of your games, ahead of the game and many others.

L.T. Rethunsky points out that the term "game" is multifunctional, and therefore the concept of "the game" that is formed on its basis is integrative in essence, which is a

consequence of the multidimensionality the game itself" [155, p. 12].

As this research is aimed at educational purposes, the authors accepted the definition as "...the human game that is initially motivated, originally set, genetically and socially programmed, meaningful and responsible activity, which includes objective (visible), theoretical (mental) activity" [144, p. 12].

Representatives of different sciences have been studying the game as a complex socio-psychological phenomenon. From the philosophical, socio-psychological, ethical points of view, the game was studied by I. Kant, P.F. Lesgaft, F. Schiller, V. Stern, J. Huizinga and others. The Dutch historian and philosopher J. Huizinga stated that the notion Homo Ludens is the same as "Homo creating", that any human activity is nothing more than a game, that the game is a specific factor of everything that surrounds people in the world. He believed that the main idea of a game activity is to provide a person with spiritual energy necessary for the cultural development of creativity. In his opinion, the whole culture comes from the game and is structured like a game.

F. Schiller focused on the aesthetic nature of the game and as its main characteristic of human beings in general. He believed that the game makes a man in the full sense [203].

The famous Russian educator and doctor P.F. Lesgaft studied the history of using sports games in schools in different eras and stressed their influence not only on the physical education of pupils, but also on their spiritual development [111].

The game was researched by well-known foreign psychologists of the 20th century (K. Groos, G. Spencer and others). G. Spencer noted the evolutionary nature of the game and pointed out that higher animals also play games. He described its training function, considered it a demonstration of the vitality excess [175]. K. Groos believed that higher animals take part in games due to the need to exercise and develop hereditary forms of behavior. According to his opinion this contributes to the preliminary preparation for the future life. [56]. This game concept prevailed until the mid 30s of the XIX th century, and then was criticized by the Dutch scientist F. Boytendijk, who argued that instinctive forms of behavior do not need any training. He considered the game to be a research

activity, that is, actions with an object that has elements of novelty both for an animal and for humans. He associates game features with the living conditions and the main life interests of this type of animal [227].

These studies created the basis for the psychological concept of the game in the works of the Russian psychologists (B. G. Ananiev, L. S. Vygotsky, A. N. Leontyev, S. L. Rubinstein, D. B. Elkonin, etc.), who relate the game concept to that of "human activity", based on the perception of activity as a specific form of human attitude to the world, expressed in the transformation of the latter. That concept provided the basis for the activity approach, as an important methodological basis for the study of game forms in education.

In view of this, S.L. Rubinstein emphasized the developing function of the game, aimed at gaining practical experiences of life. He stressed that a child plays because they develop and develops because they play. In addition, he views the game as a meaningful activity, considering that through the game the person expresses their attitude to the surrounding reality [159, p. 596].

L.S. Vygotsky found that player himself develops in the imaginary situation that is created in the game [46, p. 74]. At the same time, the driving engine for personal development is the person's wants and needs. L.I. Bozovic, considering the game as one of the primary activities that is closely connected with the development of the child's needs, proves that a psychologically new form of incentives arises in the game, i.e. generalized intentions of the individual [27].

The work by D.B. Elkonin "The Psychology of the Game" contains important methodological approaches to the psychological study of the game as a socially determined phenomenon. It reveals the social significance of the game in its "training" and "collectivizing" functions, especially at the early stages of human development. [210, p.360]. The paper analyzes the main domestic and foreign concepts of the children's game activity as an imitation of reality and simulation of human activity. The game in this context is a type of activity associated with overcoming "cognitive egocentrism", in which not only the real practice of changing the personality's position in playing another

role is improved, but also the attitudes towards the game partner are developed.

In the course of theoretical analysis of psychological research works, the following points are highlighted for understanding the essence of game technology:

the game is important for a person's social development in their cognition

simulations of different life situations in the game affects people's consciousness, social roles, forms their various (including professional) interests, qualities, needs, interaction skills and competences.

S.A. Shmakov believes that the game is a unique phenomenon of universal culture, its foundation and top. In no other activity does a person demonstrate such self-oblivion, exposure of his psychophysiological, intellectual resources, as in the game. That is why game technology is used in professional education [205, p. 5].

D.B. Elkonin proved the importance of the game in a person's life, as it develops individual intellectual activities and fundamentally changes the student's attitude to the outside world [210, p. 282].

The official recognition of the game technology as an integral part of the personality development can be considered the fact that the UN declared the game a universal and inalienable right of the child.

Most games have four main features:

- free developing activity undertaken only at the wish of the person, for the pleasure of the process itself, and not only for its result (procedural pleasure);
- the creative, mostly improvised, vigorous nature of this activity ("the field of creativity");
- positive emotions during the activity, rivalry, competition, attractiveness and the like (sensitive nature of the game, "emotional stress")
- direct or indirect rules reflecting the content of the game technology, the logical and temporal sequence of its development [210, p. 96].

B.G. Ananiev highlights the interrelation of games and learning as specific forms of activity that prepare the individual for work and form individual consciousness. On the one hand, they are formed in people's social and working practices, and, on the other hand, they result from the interpenetration of communication and cognition.

He points to the forming functions of the game in the mental development of the individual, and considers the person himself as the subject of labor, communication and cognition, who is developing in the education process and in everyday life in the society.

Along with this, there is a social development of a person, which includes both the formation of qualities of a person as the subject of social behavior and communications, and the education of a person as the subject of cognition and activity. The transition from game to learning, the change of different types of learning, preparation for work in society - these are the stages of developing features of the subject of cognition, which determine the change of personal social positions [7, p. 15].

Taking into account all these positive features of the game, many foreign and Russian scientists as well as practicing teachers turned to its theoretical research and practical application.

In the game activity, a person acts as a subject of communication, labor and cognition. With the game simulating an activity, students can gain the knowledge of various activities and train certain skills while being involved in the game process. The game helps to form certain stereotypes of behavior, to develop the ability for role-playing interaction, and therefore the game acts as a means of psychological preparation for future life.

Scientists note that the game is a specific productive form of getting knowledge. It is especially valuable since the game does not have direct training, but it is important for an individual, providing conditions for getting new knowledge and for developing personal qualities (A.A. Lyublinskaya, F.I. Fradkina).

I.S. Kohn marks that the game functions as a mechanism of a person's self-management and self-learning, since it undergoes powerful processes of self-inspiration, self-examination, self-determination, self-expression, and self-rehabilitation [90, p. 45].

Game activity differs from other activities. Firstly, it is a non-utilitarian type of activity. Secondly, it is conditional, which allows, to deeply penetrate into the essence of other activities, to realize self-knowledge and self-development by the game. At the same time, students realize that they are acting within the framework of a condition, and it makes the game a dual-progress process. Thirdly, the game is ambiguous, it sometimes does not have a clearly predictable development or result, almost depriving its participants the right to use ready-made algorithms and forcing them to show ingenuity, initiative and creativity. Finally, the game has a space-time feature, since time and space in it seem to be compressed, exposing the main points of the simulated process. This makes the game dynamic and eventful, revealing the interconnection and interdependence various processes considered in the game, encouraging its participants to be active, generating their interest in what is happening.

The German educator F. Frebel was one of the first who considered games as a pedagogical phenomenon and revealed the didactic possibilities of the game, its ability to solve learning tasks (the beginning and middle of the 19th century). In the Russian pedagogy the didactic foundations of using games for educational purposes were founded in the middle of the XIX century by K.D. Ushinsky and developed in the works of P.P. Blonsky, P.F. Kaptereva, N.K. Krupskaya, A.S. Makarenko, S.T. Shatsky and others. The classics of the Russian pedagogy, defining the game as a special type of social activity, associated it with the general construction of the pedagogical process. S.T. Shatsky believed that each educator should have their own system, adapted and selected material with which can be used in didactic games [201].

V.A. Sukhomlinsky noted that the game has multidimensional nature – it is a means of mental education, a way to enhance cognitive activity, and self-realization of the individual in a specific activity, where social orientation, optimism, discipline, consciousness, management skills, and creative potential are formed [180].

A.S. Makarenko stated that the game in the educational process helps to create professional and social qualities [117]. He also pointed out that games provide a real possibility of mastering

students' knowledge and skills, which makes it possible to apply them in the future professional activity [118].

The researchers note that games have many qualities that make them a special free activity: the game is not connected with everyday life; however, it can completely involve the player. The game does not pursue direct tangible interest, does not seek benefit, it takes place within a limited space and time period and has certain rules [1, p. 6].

It was also revealed that the game always acts simultaneously as if in two-time dimensions: in the present and in the future. On the one hand, it gives immediate joy, satisfies actual personal needs, on the other hand, it is always directed towards the future, as it either simulates some real situations, or forms competences, qualities, states, skills, abilities, necessary to perform social, professional, creative functions [45, p. 8]. M.V. Clarin gives great importance to the use of game technology for the development of soft and team work skills, it also helps to prepare students to real life activities [86, p. 59].

Analysis of the pedagogical objectives of the game shows that it is very diverse in its nature, involves almost all aspects of personality development.

Cognitive activity and the game

As it was shown in the first paragraph of this chapter, the urgent task of the whole pedagogical system is the development of student's cognitive activity. Further on we will consider the possibilities of the game, as a pedagogical phenomenon, for cognitive activity development.

The researchers have identified the following principles of optimizing teaching process by means of game technology: activity; dynamism; entertaining; execution of roles; collectivity; simulation; feedback; problematical character; efficiency; self-sufficiency; consistency; competition [11, p. 86-89]. Let us look into each of these principles.

Activity is the main principle of the game, where physical and intellectual efforts are made.

Dynamism expresses the value and influence of the time factor in the person's game activity, since the game is a

movement, development, active interaction in the dynamics of events and phenomena.

The didactic value of the entertaining principle is that it greatly enhances cognitive interest and cognitive activity. The game has inherent novelty, surprise, originality. All these features of entertaining are the strongest drivers of cognitive interest, forcing to scrutinize the subject, observe, guess, remember, compare, search for explanations, solve problems [205, p. 22-23].

Role-playing is based on the game simulation of human activity and reflects the phenomena of imitation and improvisation. It contributes to the development of voluntary, conscious, self-regulating behavior.

The principle of collectivity reflects the joint nature of the activities of players united in groups or teams. Collective learning activity teaches to think, to act together, to work in a team, and helps to develop team relationship.

The principle of simulating is based on imitation of reality.

The feedback principle is one of the basics in designing and conducting business games; it reflects causal relationships in simulated reality during the players' interaction.

In the didactic game, this principle is reflected in the relationship of teaching and learning, where "feedback" means getting information about the course of the game, on the basis of which the player controls his activities and has a direct impact on the course of the game [11, p. 88].

The idea of problem-based learning expresses the logical-psychological patterns of thinking and learning. Game results can be used for academic progress assessment [195, p.70]. As a rule, the business game results are analyzed in the final discussion, which is provided by the game scenario.

The principle of self-sufficiency has a great didactic value, it is provided by the complete coincidence of game goals and game realization [11, p. 89].

The principle of competition is based on the game progress and reflects the main types of motivations for game participation. Competition encourages active individual activity and deploys the full potential of a person's intellectual abilities.

The game advantages for the cognitive process activation are revealed in its main teaching functions: educating, developing,

training, stimulating, communicative, organizational, diagnostic, socializing and compensatory. [10, p. 12].

Educating function. By means of games the following aims are achieved: substantiation of the educational content; informing; visual simulation; creative interaction.

Developing function. Gaining experience in solving educational problems in the context of incomplete information; developing of various forms and methods of mental activity; overcoming the student's negative experience of the past (ignorance, insecurity, fear); enhancing students' self-sufficiency and creativity.

Training function. Game provides conditions to develop cognitive motives; encourages interest in academic subjects; sets a positive attitude towards acquiring new knowledge and overcoming the difficulties arising in this process; contributes to team work; develops students' outlook, critical thinking and creative activity.

Stimulating function. Game fosters competitiveness, empathy and, positive emotional attitude.

Communicative function. In the present socio-economic conditions, it is especially important for a future economist to be able to listen to a business partner, come to an agreement, make a compromise. The game practices collective behavior, contributes to fostering communication culture, teaches to respect the opinions of others.

Organizational function. Game aims at making favorable conditions for students' educational and game interaction; correlating students' behavior with game tasks; assigning roles.

Diagnostic function. Game focuses on measuring the effectiveness of educational and cognitive activity.

Socializing function. Game teaches students to select the necessary verbal and non-verbal means of communication in different situations.

Compensatory function. Game compensates for the lack of practice, bringing learning activities closer to the real life.

Thus, educational games have a variety of positive prospects for a significant activation of individual and group educational process, which become creative and productive in the game. A didactic game is an active learning process on

simulations of systems, phenomena and activities being studied. Its subject is human activity itself where information does not come from outside, but is an internal product, the result of this activity [145, p. 251-252].

The game is an integrated material and effective means of teaching and learning. It acts as a "mediator" between the teacher and the student. On the one hand, the teacher uses the game to explain and consolidate the educational material, and on the other hand, the students themselves use it for effective mastering the material. And as a means of teaching, the game is a specific tool for enhancing learning activities. Students efficiently master the subject in role-plays.

In the educational process, the game is a technology of joint teaching and learning activities of a teacher and a student aimed at solving educational problems. It acts as a method of teaching and organizing an active learning and cognitive activity of students in solving various didactic tasks aimed at mastering the material being studied. In the game, the activity of the teacher and the student is carried out jointly, purposefully and actively, having, at the same time, its specific implementation, determined by the two-sidedness of the subject of teaching in the training system. That is, the game is a structured way of joint activity of the teacher and the student, aimed at solving the problems of education and development. This interpretation of the game considers it as a method of enhancing students' cognitive activity, carried out in joint activities with the teacher.

In education, the game is conducted with a certain number of students, at a specific time and place, according to its rules. From the point of enhancing learning activities, the game can be defined as a specific means of active mastering the subject, as well as a method of active learning, a form of students' active individual, group or collective learning activities and a form of organizing, functioning and managing it by a teacher. The main feature of such a joint activity is the necessity to achieve conditional game goals with the help of conditional game actions, which are perceived by students as their real personal goals. They are the main core of the motivation system that encourages students to participate in the game.

In the process of mastering a foreign language, sustainable motivation develops, which functions as an incentive for speaking a foreign language. Since speaking a foreign language is always associated with the motives and needs of the individual, motivation should be viewed as a powerful factor in developing students' readiness to speak a foreign language. Motivation encourages future economists to continuous, intensive learning activities and the development of the professional foreign language competence.

The use of game technology provides the following incentives to study:

- cognitive (new knowledge acquisition and extension);
- social (a person's desire to establish his social status through participation in a game);
- pragmatic (getting a mark for their participation in the game);
- professional (participation in quasi-professional activities);
- aesthetic (getting the pleasure of learning through the game, the disclosure of their hidden abilities and talents);
- status (the desire to establish themselves in the team through participation in the game, to gain recognition from others, to take a certain place in the team);
- communicative (game communication gives an opportunity to try different roles in a team) and some other incentives that depend on the nature of the game activity and its place in the education.

The teacher's managerial activity involves stimulating students' individual and group activities in the game, controlling and correcting their actions, in accordance with the particular game structure or game situation that was chosen or created, to achieve the goals of the game.

In a properly organized game, the group and each participant individually become game leaders and subjects of learning activities. They carry out not only the planning, implementation, self-control and self-esteem of their own purposeful learning and playing activity, but also participate in its organization, implementation, regulation and evaluation, interacting with the teacher.

Provided that the learning and playing activity is organized in such a manner, students have a positive emotional attitude to the whole learning process. Moreover, their cognitive activity is enhanced, abilities for self-sufficient and team creative activity are developed, persistent cognitive orientation remains after the game.

In general, in an effectively organized game, such necessary conditions for enhancing students' cognitive activity are created:

- development of cognitive needs and sustainable cognitive interests;
- development of a knowledge system based on self-management of learning processes (the development of intellectual skills associated with the processing of information gained, skills to carry out planning, self-organization and self-control in the learning process);
- student-centered educational approach in the team activities, the monitoring of the progress of a student's academic progress.

The game and professional training

Since ancient times, the game has been used as a means of teaching children. However, in the classroom education system, with its authoritarian approach, learning was long viewed as hard compulsory work, based on cramming, and memorizing. In the Soviet pedagogy the game methods of teaching children and adults were eliminated [146, p. 3]. Of course, learning is hard work, but it can be rather pleasant work, since it unveils a lot of unknown and interesting. The teacher's task is to convert difficult things into simple, boring into fascinating, old into new, original into interesting." [101, p. 352]. In this regard, the use of game technology provides tremendous opportunities for teaching.

Depending on how well the patterns of game activities are studied, it is possible to use it for educational purposes. The effectiveness of didactic (educational) games depends, firstly, on their systematic use, and secondly, on the correlation of games with the usual didactic exercises. For example, in solving the problem of cognitive activity development, it is necessary to

believe that the main task is to develop of a student's creative thinking. Therefore, there should be games and exercises that develop the ability to single out the key points, characteristics of objects, to compare them.

Analysis of the history of the game technology application for teaching shows that originally games were mainly used in preschool and school pedagogy, since this was believed to be a natural form of educational process at the initial stage. Later, game technology spread to teaching older pupils, students, postgraduate students and education of adults.

Psychologists turned to adults' game activities at the turn of the 19th and 20th centuries, after psychological science, which had developed until that time as a psychology of an individual, tried to solve the problem whether the individual's activity changes under the influence of the other people's presence. Как пишет в своей монографии. In the monograph "Active social and psychological training" Yu.N. Yemelyanov writes that the scientific significance of this problem turned out to be much wider than its psychological aspect [71, p. 14], since social contacts evoke competitive spirit and a peculiar excitation of vital energy, increasing the productivity of an individual. Teachers got interested in this idea, as the game being a collective type of teaching is more effective than the individual teaching.

A significant contribution to the development of this field of research was made by the experimental works of V.M. Bekhterev, who showed how individual judgments about morality are changing under the influence of their discussion in a group. Moreover, he justified the principles of collective work efficiency [23, p. 443]. Russian educators (N.K. Krupskaya, A.S. Makarenko, L.I. Novikova, V.A. Sukhomlinsky, and others) studied the system of education in the team and by the team, the training and nurturing effect of a team.

Having studied the methods of group discussion, psychologists made the conclusion that this is a reasonable means for enhancing interpersonal communication in managerial, educational, creative, diagnostic, psychotherapeutic and other activities. B.G. Ananiev believes that the game as a special form of activity covers all periods of human life. In adolescence, young and middle and even old age, there are different ways of its

demonstration. Moreover, the adults' game activity constitutes an important aspect of their life [7, p. 32].

The use of games in teaching has its own, rather long history. Initially, they were used in military training, and then were applied for training industrial and managerial workers. Such games are called business games, role-playing, simulations. All these names reflect the essence and purpose of the games to give future leaders or production managers the experience in making decisions in various professional situations.

There is also a subdivision of games into military, managerial, pedagogical, etc., united by the same notion "professional". In the process of developing these games, a concept of complex learning games representing a model of interconnected business situations was formed. In such games the participants master the basic principles, content and methods of future profession activity. Such games simulate real situations, which are associated with future professional activities. Professional (complex) games relate to practical (the main source of the information is received from the actions performed by the participants) and visual (in the game participants observe patterns, connections using the created live model) learning methods.

Such a variety of games made it necessary to classify them. There were numerous attempts to classify games according to different principles. However, due to different approaches, scientists have not agreed on a unified classification so far and are still discussing it. S.A. Shmakov noted, that to classify games means to create game orders according to their purpose, compiled on the basis of the principal and general features and the regular links between them [202, p. 96]. Herewith, P.I. Pidkasisty believed that to classify the human game activity is to accomplish one more feat of Hercules and to find, finally, the cherished Archimedes point, to turn the world of old-fashioned conceptions, which still exist in game theory [146, p. 24-25].

Thus, K. Groos singled out fighting, love, imitative, social games [56].

In the early 1930s in a Soviet scientist V.S. Vsevolodsky-Gerngross classified games like this: dramatic, sports and ornamental [44]. Now scientists are developing and theoretically

proving the following types of games: business games (A.A. Verbitsky, P.I. Pidkasisty), simulations (M. Klarin), role-playing (N.N. Bogomolov, L.A. Petrovskaya), educational games (V.P. Bederkhanova), organizational activities (O.S. Anisimov, G.P. Schedrovitsky), didactic simulations (Z.S. Khaidarov), imitation, educational-imitation, operational (R.G. Graham, K.F. Gray), didactic (E.V. Semenov and others), role-playing (E.P. Korovyakovskaya and others), cognitive games (Yu.K. Babansky) and others.

Obviously, the names of the games are not perfect, since all of them are didactic (teaching, training) and simulate (or imitate) some situations. So, we see that there have been many attempts to classify games, most of them are either intuitive or based on specifically collected material from games, tailored to this material.

For example, games are divided into three large groups:

- games with ready-made rigid rules;
- “free” games, the rules of which are established in the course of game;
- games that contain both free game elements and certain rules.

Each game set differs in external (content, form, location, composition and number of participants, regulations and management, availability of facilities) and internal (individual ability to the game and in the game: isolation, imagination, simulation, competition, transferring, repeating, improvisation, etc.) features.

S.A. Shmakov offers the following game classification:

Physical and psychological games and trainings (motor; ecstatic; freeing; therapeutic (game therapy));

Intellectual and creative (fun; plot and intellectual games; didactic games (educational, cognitive); construction, labor, technical, design; electronic game teaching methods).

Social games (creative role-playing; business games (organizational-communicative, organizational-mental, role-playing, simulation))

Complex games (collective-creative leisure activities) [206, p. 96-97].

P.I. Pidkasisty and Zh.S. Khaidarov in the textbook “Game technology in learning and development” [146, p. 26] divide all

existing games into two types - natural and artificial, and build their classification on this. Further classification is based on the principle: type - sort - class - kind of a game. According to this classification, a business game, for example, is a simulation (kind), intellectual (class), productive (sort), artificial (type).

Since this monograph focuses on using game technology in higher education, we will concentrate on different classifications of games for higher education. N.A. Neduzhiy considers that the basis for the game classification used at a university is the educational goals and objectives of high school. Accordingly, he identifies four groups of games that are aimed at developing cognitive activity; getting knowledge, forming competences, specified in the program; developing professional research experience; professional games [129, p. 11]. We recognize the theoretical possibility of such a classification, but it should be noted that in practical use of games, each group might contain the aspects of some others. For example, it is difficult to imagine professional games without their focus on getting individual experience of scientific and cognitive activities in the future profession. Taking part in the game, students are involved in cognitive activity, which becomes the basis for getting information, developing competences and practical skills necessary for future professional activity. Cognitive activity, being one of the important incentives for getting knowledge and expanding outlook, also contributes to developing steady students' interest in research and future professional activities.

In our research, we consider the use of educational games in the process of teaching a foreign language at university of economics, therefore we are mostly interested in artificial, effective, intellectual, simulating, business games according to classification of P.I. Pidkasisty and Zh.S. Khaidarov.

By the early 80s of the previous century, the psychological and didactic principles of creating and applying the game in the educational process of the university had been formulated. Their authors A.A. Verbitsky and I.M. Syroezhin developed business games to train students of economics and management. A.A. Verbitsky states that business game in the broadest sense can be considered as a symbolic model of professional activity [35, p. 84]. G.S. Abramova and V.S. Stepanovich define a business game as

a form of human activity, which takes place in a limited space and time, as an action with an object that has immediate importance in everyday life [1, p. 8].

Researchers highlight the following psychological and didactic principles of creating and applying business games in high school.

A professional business game serves as a didactic means for developing creative (theoretical and practical) professional thinking, expressed in the ability to analyze professional situations, formulate, solve and substantiate subjectively new professional tasks for students. This is achieved by setting (at the development stage) and implementing (during the game) a system of problem situations and cognitive tasks.

The objective game content is the simulation of specific conditions of business, as well as the activities and relationships of the people involved in it; in other words, simulating of two realities: business processes and professional activities.

A business game in its target turns out to be a two-dimensional activity that contributes to two kinds of goals - game and educational, with domination of the latter.

A business training game is designed and conducted as a joint activity by setting professionally important goals and achieving them through discussing and making appropriate individual and group decisions. Joint activities are implemented as a role-playing interaction, deployed in accordance with the adopted rules and regulations of the game. The participants' fulfillment of the rules, according to the "norms" of professional relations and actions, become obligatory conditions for the development of a full-fledged game in a conditional practice.

The main way to include partners in joint activities and at the same time to create and solve the game problem is bilateral (dialogue) and multilateral communication, which ensures the possibility to find individual and group solutions, achieve mid-game and final results of the game [181, p. 34-35].

Taking these principles into account while designing business educational games makes it possible to realize the aims of professional training, develop their business and personal qualities and to focus on professional competence, the importance of which has been ignored in the students' teaching until recently.

The games are widely used in professional training since they have a number of advantages compared with the passive forms of teaching based on memorizing and reproducing educational material. (Such professional training leads to a predominance of reproductive-type specialists among graduates). Professional games, as an active teaching method, support a number of tasks to be solved: they increase interest in learning, stimulate cognitive activity, develop stereotypes of professional behavior, specific skills and abilities, and subsequently facilitate the transition from theory to practice. In addition, gaming elements relieve the inevitable tension, the students' subconscious rejection of the pedagogical influence of the teacher in the learning process.

A business game at a university should be a specific type of activity included in the future specialist's learning process and possessing such structural components as game learning goals and objectives corresponding to the general educational goals of professional training, content, subjects and rules of the game that ensure acquiring content of the subject, and norms of social behavior.

The integrated approach to the game, which does not oppose the traditional type of teaching, does not contradict the modern personality-oriented learning theory is valuable for higher education. This can be a condition for the pedagogical design of such an integrated teaching, in which all types of learning are combined, using everything that is the best in theory and technology of education. That is why it is particularly important to systematically select and design the types and forms of such game organization, which will improve the high school professional training process.

However, in the real practice of high school teaching the game is not always used as an equal means, method and form of education. This is primarily due to the insufficiently developed theory of using game technology in universities. A much more detailed system has been developed for using role-play for preschool children, primary and secondary schoolchildren. The older the students become, the less attention is paid to game activities, believing that the game is appropriate and effective mainly in relation to children and younger adolescents.

Questionnaire survey of 14 000 teachers from 1973 to 1993 [205] showed that teachers working in primary school quite regularly (41%) use games in the classroom, but teachers in the secondary (7%) school practically refuse to use games in the classroom. Furthermore, this trend extends, unfortunately, to higher education.

Studies have shown that in higher education it is advisable to use game technology in combination with other methods, means and forms of teaching. Thus, N.A. Neduzhiy in his dissertation research "Organization of educational business games in the process of university education" [129] theoretically substantiates and in the course of experimental teaching proves the optimal time spent on traditional and role-playing methods in higher education. According to his research, games should take about a third of the contact teaching time.

Researchers note that more than 2 thousand business games are used in the world today. In our country, the first attempt to use the business game for solving organizational and professional tasks was made by M.M. Birnstein, who in 1932 at the Leningrad typewriter factory organized a series of game experiments called "organizational and production trial" in which factory workers took part. The plot of the games was, for example, the transition of the factory to new products without stoppages in production. Thus, the first business games were used as a means of preparing real managerial decisions. Unfortunately, the further development of business games was stopped by the Great Patriotic War. The very concept of "business game" comes from the United States, where in 1957 the business game was used to train students specializing in economics and future company managers. Russian pedagogy returned to business games in the mid-1970s of the 20th century due to the works by I.M. Syroezhin.

Unfortunately, there is no unified game bank in Russia, many developments remain unpublished, and publications often repeat each other. Attempts are being made abroad to systematize and retain accumulated experience. In particular, much attention is paid to games in the USA and the UK. They are published in more than 200 linguistic, pedagogical, sociological, psychological, economic and even medical journals and periodicals (Languages Learning Journal, The Atlantic Monthly,

British Journal of Language Teaching, British Journal of Sociology, Issues in Mental Health Nursing, Annual Review of Psychology and others). The University of Minnesota (the USA) is the national game repository to evaluate and study games related to various categories and concepts. There are also large international organizations - International Society of Simulations and Games and ISAGA (International Simulation and Games Association). The main tasks of these organizations are as follows:

- unite efforts of specialists involved in effective teaching, research, and development of real solutions;
- upgrade teaching by simulation games;
- intensify international exchange of ideas on the theoretical foundations of simulation and games, their practical application;
- development of international cooperation research conducted with the help of games in any field of human activity;
- promotion of the best simulations and games, and their application;
- stimulate efficient exchange of different games [43, p. 9].

The educational business game creates the subject and social contexts of future activities, gives opportunity to simulate possible models of behavior, decision-making, which develops the most important quality of the specialist's professional activity. A.A. Verbitsky considers the business game in higher education from the standpoint of symbolic-contextual learning and notes its essence in a form of recreating the subject and social content of professional activity, simulating relationship typical for this type of work [38, p. 128]. He also believes that any game activity has its own structure and highlights the following structure of an educational business game:

the goal of the game; the object of simulation; a set of roles; rules of the game; main contradictions (for example, uneven students' preparation, the need to choose the best option from the proposed, and the like); flowchart of a business game (stages and operations) [35, p. 30].

The game and its situation should correspond to the level of its participants' capabilities; otherwise, it is impossible to achieve

the expected result. It must be noted that a business game cannot fully reconstruct real life situations related to future professional communication; it simplifies them somewhat, but at the same time keeps its main points. A business game used in educational as a didactic one has a number of features that make it possible to overcome the shortcomings of traditional forms and methods of education. It provides a systematic presentation of educational material, bringing students closer to the real conditions and their practical application, which develops the meaningfulness of the learning, personal activity, and the possibility of transition from cognitive to professional motivation. It simulates the structure and functional units of the future professional communication, which gives an educational effect ensuring transition from the teacher's regulation activity to self-regulation by students themselves. Finally, it provides wide possibilities for using information in the function of a means of regulating quasi-professional activity, which turns this information into knowledge [36, p. 173]. It is these advantages of the business game that should be taken into account in the pedagogical design of the didactic game system in higher education. The combination of the personal and operational aspects of the students' activities in the game is of utmost importance, as a result of which the subject of the game - the student - gets an adequate personal sense in the educational activity. The principles of designing and conducting a business game in teaching are examined by researchers in general pedagogical, didactic, social and psychological terms, as well as in practice, focused on the teaching different subjects.

Analysis of the literature related to the principles, goals, functions, structure and content of the games shows that the business game is considered as a complete didactic phenomenon. In this regard, the following major pedagogical ideas stand out:

- subordination of the specific goals of designing and using business games in teaching to the general goals of professional training;
- cohesion and interdependence of all components and structural elements of a business game - goals, functions, forms, methods, means, content, results;

- development of students' creative potential, their spiritual, moral and professional experience in the process of participating in business games [97, p. 12-13].

Applying the ideas each coordinator of business games can think over the entire technology of its implementation from development stage through planning, execution, to evaluation and discussion of the results.

However, it is necessary to take into account the socio-psychological difficulties and problems that objectively arise in the course of a business game due to the contradictory nature of group relationships, complexities that may arise as a result of psychologically wrong intervention (or non-intervention) of the game's coordinator [51, p. 62].

Didactic games are a tool for developing many professionally important personal qualities and enhance students' activity in the teaching process. The combination of personal experience and knowledge allows the student to trace the process of future professional activity. The essence of learning is better and easier realized in the game. The student gets the opportunity to express himself, to feel self-confident. Problem situations provide the possibility and necessity of goal setting and goal-realization, which is an essential condition for the development of a person's professionally significant qualities. The game participants holistically perceive interrelated problems, extract information from the memory at the right time, fill its lack in an intuitive way, therefore, in a didactic game, the players' thinking is visually figurative, retrospective and predictive. This means that the student distinguishes mini problems arising in the game, and at the same time consolidates his quality to work proactively, to anticipate possible situations, successes and losses in the fulfillment of his future professional duties.

The basis of motivation in an educational business game is the possibility to prepare and implement an independent cognitive activity, goal setting, and goal-realization. In order to convert these opportunities into a reality, it is essential to prepare them at the stage of psychological and pedagogical design of the game. The teacher should methodically provide the syllabus side of teaching; create the necessary psychological and didactic

conditions for the problem-based deployment of the educational business game content, the problem situation occurrence and its resolution. [36].

The principle of problem-based teaching is implemented in the content of educational material and in the process of practical game activity. The process of didactic game activities involves a specific form of communication - dialogue, discussion. Meanwhile, the quality of personal goals, views, and interests determines the quality of joint activities, which may be either cooperation or rivalry. Participation in the dialogue involves the mental and verbal activity of students, and this provides the joint activity, which helps to develop professional thinking. Using various methodological tools and techniques, the teacher can ensure the students' involvement in a particular type of joint activity and communication in a business game, achieving both didactic and educational goals. In the game a student gets an emotional-effective orientation in professional activity in both its contexts - objective and social, becomes aware of his place in the system of human relations [35, p. 29].

The participant of a didactic game is particularly affected by the atmosphere of group collaboration, in which he learns to overcome psychological barriers in communicating with other people, improve his personal qualities and eliminate such negative features as intolerance, aggressiveness, petulance, reticence, which significantly hinder the effective education and, in the future, professional activity.

Recently, business games have been quite widely used in the professional training of different specialists. The methodology and practical application of business games is particularly developed in the teachers' training. It should be noted that back in the 1980s, teachers' training was carried out only during very short teaching internship. The internship itself was a hard trial for many students, since they were absolutely unprepared for it. During the internship, the future teachers did not have enough time to prepare themselves for the teaching activity, many endured negative impressions of it, which further prompted them to look for the ways to avoid professional work in education. Reproduction of some parts of the lesson in games during contact

lessons greatly facilitates the transition to teaching internship and the actual professional teaching outside the university.

Professional education of future economists should also be based not only on mastering the theoretical foundations of future activities, but also preparing students to apply their knowledge in practice, developing professional competences that are best carried out using game technology in classrooms and in extracurricular activities.

1.3 Special aspects of using game technology in teaching future economists (in a foreign language class)

Nowadays due to developing international relations, globalization and the integration of the world economy, the role of a foreign language in professional training of future economists has increased dramatically and continues to grow. Without foreign language proficiency, an economist cannot fully use his professional knowledge and be a high-class performer in the international economic process. Good command of a foreign language is a necessary aspect of professional competence of an economist, a condition for his professional relevance and competitiveness in the modern labor market. This fact increases the students' motivation to learn a foreign language. It is well known that motivation is the main driving engine in human behavior and activities, including the process of developing professional competences. Therefore, the issue of the incentives of students' educational and professional activities is especially important.

Higher education includes not only teaching a foreign language "in general", but also teaching how to use it professionally. Therefore, special attention should be paid to developing professional vocabulary, the ability to use the language in real professional communication, to read reference books and periodicals in a foreign language, correspond with foreign business partners, participate in Internet conferences and webinars held in a foreign (English) language. In order to solve this problem, class activities include the study of professional

vocabulary, reading specialty texts, listening to texts related to the future profession, development of professional communication skills in a foreign language, learning the basics of foreign language professional ethics.

For the effective application of game technology in higher education, it is essential to determine which activities will prevail in the future professional activities. For a future economist it is necessary, for example, to be able to correspond with a business partner, talk on the phone, participate in negotiations and conferences, make presentations of his company's products, and carry out other responsibilities, related to the specifics of his future professional activities.

Language skills for implementing such tasks are taught in a foreign language class, but it is often difficult for students to transfer their classroom language skills to real-life speech situations. This happens because the former student never tried to speak a foreign language outside the classroom, and not with a teacher rather than from an insufficient proficiency in the language.

It is especially difficult to train a future economist to use a foreign language in professional activities because a foreign language is only taught for 3 years at most universities of economics. Moreover, given the fact that many students enter high school with insufficient basic knowledge of a foreign language this task becomes even more complicated.

It is known that a foreign language competence quickly disappears without practice, and due to the gap between learning a language at a university and starting practical work, language skills become passive (the so-called "reading with a dictionary"), which is completely insufficient for a modern economist. Higher education is faced with the task of not only teaching students to use a foreign language in situations of professional communication, but also creating incentives for further improving of foreign language competence. The authors believe that the coherence with future professional activities, carried out in classes and during self-directed learning, by using game technology, demonstrate students the importance of a foreign language in their professional advancement. It also teaches them to independently improve their knowledge and apply it in practice,

e.g. to seek and process a foreign language material in the Internet and other resources, prepare messages and research on professional topics, communicate with native speakers.

When only traditional forms of teaching are used, a language barrier inevitably arises, which future specialists have to overcome on their own. It is time-consuming and requires special retraining. To avoid such difficulties and help the future specialist to adapt to the real professional life quickly, it is necessary to combine traditional teaching with game technology both in class and during extracurricular activities.

From the very beginning, teaching a foreign language in a university should provide the actual connection between teaching and future professional activity. It is possible to do using well-organized business games. Since the games must be designed in accordance with the syllabus of a foreign language, which is not a core, but a compulsory general educational subject, the teacher must clearly realize the role and place of a foreign language in the students' future professional activity.

For a successful pedagogical design of a business game system with the aim to develop cognitive activity of future economists while learning a foreign language, it is worth highlighting the major functions of the game in teaching a foreign language for professional purposes. Taking into account these functions will help the teacher consciously select the necessary games, clearly organize them, and anticipate their pedagogical results. In the sciences that study the socio-pedagogical aspect of human activity, a function is usually understood as a qualitative characteristic aimed at retaining, sustaining, developing the system [168]. As S.A. Shmakov noted, the functions of the game are its diverse utility [205]. One of the important incentives is the possibility of construction of the game activity by the participants themselves, i.e. setting the problem, choosing the action methods and interpreting the roles. The teacher should direct the activity to expose intellectual abilities to solve educational tasks through making collective and individual decisions.

At the same time, it is important to apply the concept of student-centered educational approach and take into account the peculiarities of the syllabus of the foreign language subject. Within the framework of student-oriented educational approach, higher

education is considered, first, as the personality development, finding oneself, one's own image: a unique individuality, spirituality, and creative initiative. Without this, no specialist will be able to choose the type of activity, to develop his own goals and to find the means to achieve them.

But school leavers are usually not prepared to participate in business games, since the use of game technology is not widely practiced in school due to lack of time. Problem-solving tasks in the classroom is also difficult for first-year students. This usually happens because the students are not ready for this type of work - first-year students are usually able to perform traditional tasks: learn words and expressions, read and retell texts, answer questions to the text, do exercises on the text or new vocabulary (translate sentences, paraphrase, insert prepositions or articles, etc.). But any creative task (express your opinion on the problem, discuss the issue with a partner, resolve a simple problem situation, develop and prove your point of view, etc.) causes difficulties. However, in real life, they will not insert prepositions in the gaps, but will take part in discussions, prove their opinion, argue on issues related to their professional activities, and this will have to be done not only in their native, but also in a foreign language. The inability to use a foreign language in such typical professional situations cannot be compensated by a large vocabulary or accurate grammar. Therefore, along with the lexical and grammatical knowledge, students need to form professional foreign language competence. The developing this competence is impossible without using game technology, teaching the language in quasi-professional activities (that is, activities that precisely simulate the future professional activities).

L.A. Andreeva identifies four types of didactic games used in the university teaching of a foreign language: cognitive, design and research, simulation, complex [10, c. 11].

Cognitive games are intellectual games in which the main means are the elements of the language structure. These games are of a didactic and educational value in developing such gnostic qualities and intellectual abilities as ingenuity, resourcefulness, analysis and synthesis, activity, contact, self-determination. These games are grouped according to their focus on mastering specific aspects of the language (phonetics, vocabulary, grammar,

spelling, and stylistics), the demonstration of related skills. But the division of games into lexical, grammatical, phonetic, stylistic is not sufficiently adequate, since teaching phonetics is almost impossible without vocabulary, grammar - without vocabulary, stylistics - without vocabulary and grammar, and so on.

The second group of games is design and research, that is, games aimed at studying the problem and requiring the design of the solution process by the participants.

Simulation (business) games are games in which a professionally directed problem-solving is connected with a lot of knowledge, skills and abilities of a future specialist, his ability to think creatively, to make independent decisions in the context of simulating future professional activities. One of the functions of game simulation is the search of an independent solution by a participant in educational and cognitive activity. It is these games that need to be focused on when educating future economists, since they make it possible to create quasi-professional situations. Therefore, we will consider this type of games in our study.

At the beginning of high school education V.A. Slasterin and L.S. Podymova find it appropriate to use the following types of games:

- representative (with the presentation of the most significant, essential or typical phenomena and situations of professional activity);
- variable (with the selection of options for the implementation of activities to already existing);
- challenging (with the study of professional activity in solving a certain set of problems with the subsequent search for their own solution in relation to a specific problem situation);
- adaptive (with using a familiar method of solving problems, but it is adapted to the conditions of a specific professional situation);
- transformative (changing this situation) [167].

These authors also state that in game activities, learning is transferred into creative activity, since it uses the potential capabilities and creative abilities of students, their mental activity, freed from stereotypes, which is very important in developing a conscious readiness for future professional activities [167].

Simulation games involve students' creative, independent activity in modeling specific professional environment. The term "simulation games" is often used for all types of business games, since such games cover the main areas of life modeling. In business games, simulation helps to create real life environment in order to form some competences. Simulation games along with organizational-activity, organizational-communicative, organizational-mental and role-playing games are included in the system of business games, since each of them involves a game simulation model that creates the conditions, content, relationships, dynamics of a particular activity.

Games are emotionally attractive to students; they develop imagination and independence of knowledge acquisition. Playing the game and getting pleasure from it, students overcome the language barrier more easily, activate the knowledge gained earlier. In addition, the fact that the game simulates real business situations helps students to transfer their classroom skills to real professional life. So, the main goal of university education – forming professional foreign language competence – is achieved.

It was important to find out the benefits of using game technology in teaching foreign language for professional purposes. To identify the pedagogical conditions and benefits for developing cognitive activity when using business games for teaching a foreign language, the authors studied a number of theoretical works in the field of psychology and linguistics about the role of language in society and human development. (B. G. Ananyev, V. A. Artemov, L. S. Vygotsky, A. A. Leontiev, L. V. Scherba). Scientists have found that language performs the generalization function in the development of abstract thinking, has a developing and cognitive function, being a form of existence and expression of thinking, plays an important role in the development of consciousness. When a person learns a foreign language, he realizes his way of thinking, and reveals the connections between thought and its expression [205] in different languages. Consequently, educational game activities at foreign language lessons stimulates mental activity, which creates the conditions for development of the cognitive activity. Communicative function of the language, according to A.A. Leontyev, acts in one of three possible ways: as an individual-

regulatory, as a collective-regulatory and as self-regulatory functions [107]. In a specialist' training the language also performs the information function associated with transfer, receipt and consumption of various information. There is also an aesthetic function of the language, expressed in the influence of artistic works language on developing feelings.

In accordance with the organizational and pedagogical aspect of studying a language, the students' attitude to their activities, to the system of work organization is formed, which contributes to the development of a sense of duty and conscientious behaviour, getting social experience in communicating with people. All these functions are updated in the process of educational game activities. Using game technology in teaching a foreign language for professional purposes makes it possible to apply the general principles of learning optimization (activity; dynamism; fun; role playing; collectivity; simulation; feedback; problem-setting; performance; independence; consistency; competition). It also provides both individual pair, and group forms of classroom work, which allows teaching communication in a foreign language in the activities of the communication itself.

When preparing and organizing a business game in a foreign language, we took certain points into account.

It is necessary to:

- train the language material and develop the basic skills of dialogic communication prior to the game;
- relieve stress associated with the correction of mistakes that do not interfere with communication;
- take into account the students' personal characteristics in the distribution of roles, bringing them as close as possible to real communication.

The teacher's role in the preparation and conduct of the business game is also important. His soft skills, the ability to organize the game, involving all the participants in it, largely determine the effectiveness of the game activity. According to S.M. Tyunnikova the teacher's activity and emotionality is the source of the students' activity [184, p. 14]. The teacher's emotional state always transfers to students. Therefore, if the

teacher considers the material uninteresting and unimportant, it is almost impossible to make the students interested. If some method does not appeal to the teacher, it will fail for sure.

The teacher's socio-psychological qualities that help him to create democratic and benevolent relations with students, an atmosphere of a friendly, creative search for the solution of educational tasks during the game are important as well. The game leader must be able to plan it carefully, correctly determine the place of the game in the lesson, and give a detailed instruction to the game participants. The possibility of adjustment in the course of the game should be considered as well.

As a rule, the discussion of the game results is conducted by the students themselves, but is monitored by the teacher. Collective creative efforts of the game participants, as well as the individual contribution of each participant, his activity, response efficiency and so on are noted. Summarizing the results, the teacher considers the objective value of the work done by the students. Both the game and the assessment should be related to the study where game results are less important than the material to be learnt [57, p. 20].

In teaching a foreign language, the game acts primarily as a student's speaking activity, during which they play various social and interpersonal roles, realizing not only verbal but also non-verbal means of communication (gestures, facial expressions, posture, eye contact, etc.). A professionally oriented educational game (business game) has a playing and educational content; it is monitored by a teacher. Such game creates favorable conditions for developing students' creativity: taking initiative, ingenuity, resourcefulness in assessing the situation and making a decision. Distinctive features of a business game in a foreign language are the following:

Connection between foreign language and simulated professionally-oriented activities based on such visual aids as advertising brochures of companies, commercials, audio and video recordings, etc.

Focus on the implementation of professional thinking by means of a foreign language.

The specific roles through which social and interpersonal relations of students are realized.

The problem of using educational games for teaching a foreign language in higher education is examined in the research by G.A. Kitaygorodskaya, V.M. Filatov and others. G.A. Kitaygorodskaya considers role-playing the main form of the educational process [84]. High didactic efficiency of business games for professional training is emphasized in the research by I.V. Dragomiretsky. [68, p. 16]. N.I. Gez believes that professional role-plays most fully meet the task of developing professionally-oriented foreign language competence as a result of solving a variety of problematic issues and also help organize interesting and diversified work taking into account students' age and professional needs [49, p. 8].

Thus, using business games for professional training in a foreign language with students specializing in economics effectively combines learning a foreign language with the development of professional competence.

Findings

Based on the theoretical study of the problem in question, the authors draw the following conclusions.

Russian and foreign scientists have paid much attention to developing students' cognitive activity over the last 30-40 years. It was proved that cognitive activity increases the efficiency of studies. A number of theoretical, scientific and practical studies are devoted to the problem of developing cognitive activity, as one of the most important aspects of the intensification of the whole learning process. However, most of the works deal with the problem of developing schoolchildren's cognitive activity. Scientists consider game technology in teaching as one of the most effective ways of developing the students' cognitive activity. Game technology in education employs the main functions of the game (educating, developing, training, stimulating, communicative, organizational, diagnostic, socializing and compensatory) and the basic principles of learning optimization with the help of game technology (activity; dynamism; fun; role playing; collectivity; simulation; feedback; problem-setting; performance; self-determination; consistency; competition).

However, game technology, as a factor in the development of cognitive activity, is considered mainly in relation to

schoolchildren, with the majority of researchers focusing on game methods of teaching primary and secondary schoolchildren. Game technology is effective not only in preschool and school education, but also in high school professional training. Using games economizes time in teaching a future specialist to solve professional problems and helps to develop professional competences. With the help of business games in higher education, it is possible to solve a number of tasks: they increase interest in learning, stimulate cognitive activity, develop stereotypes of professional behavior, specific skills, and facilitate the transition from theory to practical activity. The educational game creates the subject and social contexts of future activities, simulates possible behaviors, decision-making, and develops the most important professional competences.

When game technology is used in professional foreign language training at a university of economics, it links language proficiency with the ability to apply it in future professional activities through simulating and playing business communication situations in class. With such form of teaching a foreign language, students realize that the skills they train are a real and necessary means of enhancing professionalism in modern life rather than learning something theoretical, perhaps not applicable in their professional activities. Our analysis of the scientific literature showed that a number of researchers are considering the possibility of using game technology in higher professional education, but most of these theoretical works are devoted to training future teachers or military personnel. In addition, in a number of studies the use of business games in the students' professional education usually concerns core subjects. Other scholars are considering the possibility of using game technology in teaching a foreign language, but such studies rarely link foreign language teaching to the professional education. Thus, developing professional foreign language competence of students specializing in economics is given little attention.

The insufficient theoretical development of the problem of forming the future economists' cognitive activity by means of game technology in foreign language classes leads to the fact that students at universities of economics are trained without consideration of the future economists' professional needs.

Games that are used at foreign language lessons are usually not connected with the future profession. Teaching methods at university are quite similar to school methods — memorizing words, gap-filling exercises, reading, translating and retelling texts, answering teacher's questions. As a result, students do not form professional foreign language competence and cannot apply the language in professional communication situations. Thus, the main objective of teaching a foreign language in high school - to develop professional foreign-language competence of the future economist - is not achieved.

We see the way to overcome these contradictions in the further theoretical development and practical application of game technology for developing students' cognitive activity in the process of teaching a foreign language in high school.

Chapter 2. Contents, forms, methods of developing cognitive activity of future economists by means of game technology (in a foreign language class and extracurricular work)

2.1. Introduction of game technology into the classroom to form cognitive activity of students

While doing this research we analyzed foreign language teaching practices at several economic universities in Moscow.

Syllabi for the discipline “Foreign language” at different universities are developed on the basis of “Sample programme for the discipline “Foreign language” included in the federal component of the humanitarian and socio-economic cycle of educational standard for professional higher education (second generation)” [149, p.23]. Some of the key concepts of this programme are the following:

The ability to use a foreign language is a compulsory component of professional training of a modern specialist regardless of their specialization.

The university course in a foreign language is an essential cog in the educational system “secondary – tertiary – further education” and is logical continuation of the secondary school course.

The suggested course is communication-centered and its objectives are determined by communication and cognitive needs of learners. The course is aimed at acquisition of a unified communicative and professional competence.

The content of teaching is seen as simulation of natural communication where each participant possesses certain foreign language skills and knowledge.

Alongside with the practical aim – formation of communication skills – the course concentrates on educational and upbringing objectives.

In accordance with the programme's concept the student is seen as an equal participant of the educational process which is based on principles of equal partnership and cooperation with the instructor, which, in turn, enables development of student autonomy, creativity and ability to take responsibility for the educational outcomes. It is also seen as one of the directions of humanization of the educational system.

However, the programme's provisions are not always implemented in practice. In the course of our research we analyzed several programmes and the way they were implemented when teaching the English language in several economic universities (Russian Foreign Trade Academy (VAVT), The Russian Presidential Academy of national Economy and Public Administration (RANEPA) and a programme of foreign language courses in educational center affiliated at GlavUPDK). We found out that in many cases educational materials were selected without taking into consideration the real needs of students, but basing on availability of course books in the libraries or book shops. In many cases the same coursebooks are used to train future specialists in different areas. For example, such coursebooks as "Headway" L. and J. Soars (foreign language courses in educational center affiliated at GlavUPDK) "English Works" R. O'Neil (VAVT) "Business Challengers" N. O'Driscoll, N. Scott-Barret (RANEPA) are used when training future managers, lawyers, financial specialists and specialists in commerce. Meanwhile, there are lot of coursebooks that are more suitable for students specializing in the abovementioned areas, written by Russian and foreign authors, however, they are rarely used in educational and if they are used, they are not adapted for specific needs of students or available time. Thus, we can see that at universities not enough attention is paid to professional needs of future specialists.

As students' and teachers' surveys revealed, game technologies are not regularly used in educational process and when they are used they are appropriate for general rather than specialized foreign language course. However, game technologies, when used correctly, can be a very efficient tool in teaching future specialists. A university teacher should be acquainted with the methodology of organizing and conducting

games in order to use full teaching potential when teaching future specialists. This requires knowledge and understanding of the game technology essence, its structure, psychological and pedagogical peculiarities of introducing games into educational process; awareness of major principles and requirements when organizing and conducting games; acknowledgement of major issues of organizing and introducing games into educational process.

In order to introduce game technology in educational process the following structure should be applied:

- Planning the game – implementation of the game – analysis of the game.

The scheme (with minor variations) can be found in publications of Russian and foreign authors.

During the planning stage the necessity of using a business game within the framework of foreign language classes is determined (existing training materials are analyzed, and the level of the students and instructor preparation is determined). In the course of training materials analysis, we determine how applicable a game can be (its importance, topicality, practical value, possibility to use the training material, relevance to future profession). It is important to determine the level of students' preparation not only in terms of the foreign language acquisition, but also their analytical and critical thinking abilities, level of initiative, team-working skills and business ethics awareness).

When comparing a business game with other methods its effectiveness is considered (being economic, intensive, mastering a foreign language in quasi-professional activities, possibility of independent problem solving, irreplaceability of a business game in a certain case. For example, it is practically impossible to train students to participate in a conference or negotiate on the phone without using business games).

Next, the place of a business game in an educational process is determined basing on the aims and objectives of a classroom session, content of the educational material, and content of the students' professional training. The choice of the theme for a classroom session (or of a stage of the classroom session) is determined, aims are set (in accordance with the aims

of the classroom session), the game is designed, and game management methods are selected.

Business games can be used at different stages of the educational process: to update previously given knowledge, to introduce new notions and practices, to develop and apply skills, to revise material.

When teaching a foreign language to students with their major in economics, deferent games modelling their future activities can be used, for example, talking to a difficult client, discussion of an agreement, telephone talk, negotiations, presentation of a new idea or product, a meeting with a potential client, scientific presentation and so on.

The content of such games corresponds to the requirements of the foreign languages' syllabus for students of economic specializations. A foreign language is required to exchange information (primarily in the professional sphere) both orally and in writing. Professionally orientated classes allow communication in professional sphere in a foreign language and business games, in combination with other activities and methods, offer the best conditions to reach the set goals.

In high school, a foreign language should be studied in combination with other disciplines and have the same aim – to provide professional training for a future economist. Thus, the results in foreign language course will be higher if the syllabus for a foreign language is developed with consideration of syllabi in other disciplines and is more advanced than others are. Interdisciplinary connections increase students' motivation as during their foreign language classes they use terms and notions that are familiar for them. In addition, it has a positive impact on results in core subjects as proficiency in a foreign language allows students to use the most updated information that they obtain from the Internet. However, the material should be used in games only after it is studied in detail in other subjects.

In order to implement the principle of using interdisciplinary connections, syllabi in majors of the university should be analyzed and materials for a foreign language should be selected with consideration of the existing syllabi in the majors. The task is challenging as special subjects are studied by senior students while a foreign language is studied during the first three years at

university. However, all students during their first year at university have a course “Introduction into profession” which provides basic information about their future professional sphere and can serve as a basis for a course on a foreign language.

Interdisciplinary connections, as it has already been mentioned, allow to increase student motivation and help to broaden their horizons, which creates foundation for their self-development. Thus, in a foreign language course, students do not read or speak on abstract topics, but receive some information about their future profession.

Obviously, such approach to developing a syllabus creates certain difficulties for foreign language teachers who are philologists but not economists. As a consequence, the question: “Do we teach economics or a foreign language?” often arises. The answer is as follows: we teach language for specific purposes (in our case – for economics). To facilitate foreign language instructors teaching professionally-orientated English at universities an international organization ESP (English for specific purposes) was established. The organization offers seminars, courses of professional development and other events to ESP teachers.

In case the abovementioned approach to syllabus development is adapted, the effectiveness of using game technology increases, as students are aware of the basics of their future profession and can apply the knowledge in the course of a game. Modelling quasi-professional situations in foreign language classes can have an opposing effect on students – they will realize what knowledge they lack and will be more motivated to learn theoretical material that they need and look for some additional information that might be helpful for them. Thus, the use of game technologies can help to integrate the process of learning a foreign language and economic disciplines.

According to the aims of a game and the educational problem that has to be resolved, the most suitable type of a game is selected or created, after which the story line of the game is developed, the number of players, their roles and objectives are determined and rules for the game are set. If necessary, a manual for the game is created which helps to consider personal needs and characteristics of each player.

The overall principle to consider individual needs of students is as follows: the participants are arranged into three groups – 1 – students with relatively high level of language competence; 2 – average level; 3 – low level. Groups (or pairs) for a game are arranged in the following way: students 1+2 or 2+3. Thus, students in every group can support and help each other. As all participants are interested in the results of a game, students do not have to be forced to help each other and due to the peer help the weaker students progress faster, even if the material initially causes some problems.

Taking into consideration the fact that some students might experience certain difficulties at the initial stage of game activities, it is advisable to group people also bearing in mind their experience. For example, 1st group – students with experience in business games, who have no problems with taking different roles and accepting the rules of a game; 2nd group – students who might have no difficulties in some situations, but experience problems in others; 3rd group – students with no prior experience with business games due to which they have problems with participation. When grouping students and allocating roles, it is important to ensure that people with different levels of game experience are put in one group as the more experienced can facilitate others.

Besides, students' personality traits, such as desire to lead, ability to work in a team, ability to make decisions, being shy and others, should be taken into consideration. The use of game technology allows to develop personality traits that are important in the modern business, for example, the ability to work in a team, leadership, responsibility, assertiveness, being a good listener and others. Games enable students to train the qualities, starting from those that they already possess at the initial stages of the game, and moving to those that have to be developed later on.

The next stage is conducting the game.

There are several stages of conducting a game. Firstly, it is preparation, which involves introduction of the game rules, routines, and approaches to solving problems. At this stage, student groups are formed and roles are distributed, students familiarize themselves with their functions and start practicing simple activities.

Sometimes students can have a trial or rehearsal of the game or some stages of the game. This helps students and teachers understand what should be improved. After that, the game itself is conducted – the instructor sets the problem and provides instructions on reaching a solution. The following principles should be observed at this stage:

Simplicity of the model.

Relevance and topicality of the situation – a game should reflect future professional activities of the students.

Focus on the set goal.

Use of the up-to-date materials from the internet and mass media.

The instructor, that organizes the game, should be familiar with the material, know the structure of the game, sequence of stages, be able to clearly explain the tasks and methods of finding a solution, support the groups, know the methods of organizing group work, create situations that provoke conversation and encourage dialogue.

A game can be conducted at different stages of a classroom session or it can take the whole session. Longer games can be divided into shorter parts and feedback should be given for the results of each stage of the game.

The final and equally important stage is – analysis of the results of the game.

After the game has been conducted, its results are discussed to understand how effective the game was. The stage is important to increase the level of material acquisition and preparation for participation in other games. If this stage is ignored, students do not receive feedback and perceive the game as an entertainment.

The following indicators can be used to assess effectiveness of a game:

- Meeting the educational outcomes that the game was aimed at;
- High (qualitative and quantitative) indicators of educational activity;
- Higher effectiveness of the game in comparison with other forms and methods of teaching;

- Irreplaceability of the game in the given educational context;
- Successful simulation of professional activity;
- Compatibility of the game with other types of educational activities.

Additionally, the issue of correcting mistakes in the course of a business game should be considered. On the one hand, if mistakes are not corrected they will reoccur in students' speech. On the other hand, correcting mistakes during the game can destroy the atmosphere of the game thus eliminating all the advantages of a business game.

A compromise can be advisable in this case – all students' mistakes are recorded by the instructor and discussed after the game. The instructor can use audio-video equipment to record the game and the mistakes.

However, not all mistakes have to be corrected, as too many corrections can decrease the students' desire to speak the foreign language and provoke "the language barrier". It is essential to correct the mistakes that hinder communication or reoccurring mistakes that the majority of students make. It should also be mentioned that in case with reoccurring mistakes more attention should be paid to preparation stage and make sure that the next time the game does not start too early and students are well prepared. As a solution, the material that causes mistakes should be reviewed, otherwise the difficulties will reoccur.

Conducting a full-scale business game in English requires thorough preparation as first-year students usually do not have any experience of participating in business games, the business-orientated character of the game can also be an issue. The system should be introduced gradually, with minimal professional aspects at the initial stage as first-year students are not familiar with professional terminology and might find it difficult to understand professional context of communication; thus, it is advisable to start with games focusing on every-day problems before moving to business games. It will help students to apply their knowledge of a foreign language in the context of a real-life situation. The content of the first games for future economists should include not only every-day situations (for example, such

situations as the following: booking a hotel room; discussing and choosing the best option for a vacation; booking plane tickets by phone; being a "difficult client" - students are divided into "buyers" and "sellers" and "sellers" should try to sell as many goods as possible while "buyers" try to work out excuses for not buying anything).

We are going to consider an example of gradual introduction of game situations in the classroom activities with first-year students of the Faculty of Restaurant and Hotel Business. (Situations developed by the authors).

We started with a simple game assignment for two students: the "manager" or the "hotel employee" and the "potential corporate client". A "manager" should show the hotel to the "client" and tell him about it, try to interest them in doing business together and sign a contract. The "client" should find out the details about the hotel, the services provided and possible discounts and benefits. Only if the "client" manages to receive a discount, the contract will be signed. Such a task may be offered to first-year students after a couple of months at university.

A more complex type of the task is the resolution of problems in mini-groups followed by group discussion (problem-solving). The following example can be considered:

- Your client has booked a room in your hotel beforehand, but when he arrives he is told that there is no reservation in his name;
- The client does not like the room, because it is too noisy. Is it better to change the room or to persuade him to stay in the same room?;
- When the guest is checking out he finds out that there is a large dry-cleaners' bill, but he says he has not used the dry-cleaners';
- The guest has arrived in your hotel with a dog, but no animals are allowed in the hotel.

Such situations are given to students at the end of the first and second semesters in their first year at university. At the end of the first year, students can be offered to organize a conference on issues of hotel business development. The roles of conference participants are distributed in advance and students prepare short

reports in accordance with their roles. Some conference participants are invited to study existing types of hotels and the services that they provide (since the conference is held at the end of the first year, students are already well-informed about these aspects, they know where to find the required information), others are given the task to consider services that are not provided by the hotel so far, but would help to attract more guests. Conference participants are there to learn more about hotels, select suitable business partners, and sign agreements. At the conference, students deliver short presentation (it is a good idea to prepare handouts and promotional materials), put forward proposals for improving the hotel business and introduce new types of services. These proposals are discussed by all conference participants. After the “official” part, the participants continue socializing, where potential customers can learn more about the hotels that interest them and sign agreements about further cooperation.

Such a gradual introduction of students into the world of business communication in a foreign language contributes to developing their professional communication skills, involves interdisciplinary communication, increases interest in both mastering professional English and future profession itself, and contributes to the formation of students' cognitive activity from the very beginning of their studies at university.

We have already mentioned that it is possible to introduce games at different stages of a classroom session, for example, when checking new business vocabulary. It can be done out as follows: students are asked to create new word puzzles. In the course of the task completion, they first give definitions of new words (which develops the skill of explaining words and finding the way out if the student forgets a certain term), then the students exchange crossword puzzles and do them. If the incorrect definition is given, or the student does not know the word, the crossword cannot not be done. This form of checking new words is interesting, lively, efficient, and subsequently can even be included in test papers.

Introduction of new grammar and its consolidation can also be conducted in the form of a game. For example, when studying a grammatical topic: “The future: will /shall, going to and present continuous” the students did the following game task: Making

money (see Appendix No. 8). This game was developed by British authors, and, therefore, it was necessary to adapt its content, in relation to the professional needs of our students. It was done the following way: students were asked to try to find a way to make money that would be associated with their future profession.

After the game, its results were discussed. We did not interfere in the course of the game, but only put down the students' mistakes. After the game, it was necessary to praise the students, since almost everyone managed to cope with the task. Students actively participated in the discussion of the game; they were interested in some ideas of making money suggested by fellow students. We had to make sure that the discussion did not become too stormy and that the students stuck to English. Next, we gave our feedback on how students managed to use future forms, which mistakes were made, and found out the students' opinion about the game. The students were satisfied with the content and the procedure of the game, and their own ability to use grammar material in a fairly real situation. After discussing the mistakes, the students were given a written assignment that confirmed the high degree of understanding of the material by all students, regardless of their previous academic success.

Such learning activities allowed us to consolidate and introduce a rather difficult grammar into active speech in a fairly short period, teach all students to apply new material in practice. All students took part in the oral activity, which is impossible to achieve by traditional methods in such a short period of time. Educational objectives were also achieved as students had learned to cooperate in making joint decisions. The game was conducted in a friendly atmosphere, a favorable emotional climate was created which is necessary for successful mastering of a foreign language, and all students were active and tried to find their own solutions to the problem.

To confirm this, we give some statements of the students participating in the game:

Student V. - studied in a school with focus on foreign languages, has a good level of language proficiency: "I have been learning English for many years, know different forms of the future, but only today I finally understood when and which one to use." Student S. – finished a secondary school: "It was interesting

to take part in the game, I forgot that this was a lesson and I finally managed to communicate in English. It was not so difficult". Student K. - with a rather high level of English is a bit negative to the classes: "I will remember this lesson, it was not boring." Student E. is usually passive, but during the game she was very interested in discussing the problem with her partner, language proficiency is average - "An interesting problem, I also thought how to make money, and today I heard some interesting ideas." A rather unexpected conclusion was made by student I. - "I feel sorry I have not chosen teaching as my profession, you have such an interesting job." Here again we faced the above-mentioned problem of the correctness of the school-leavers' profession choice. It makes the period of adaptation rather difficult for first-year students, who are rethinking the correctness of their professional choice. Unfortunately, in this case, the choice was obviously wrong.

When students were already accustomed to the form of the game conducted during separate stages of a lesson, knew business vocabulary, received initial information about their future profession, we moved on to conduct a full-scale business game.

To prepare students for a game involving dialogues and polylogs, they were first asked to role-play a dialogue given in the textbook, and then make a similar one by themselves introducing their own changes. Further, the task was made more complicated and the students had to continue this dialogue or change conditions (for example, country, time). During the next stage, the students were asked to solve a certain hypothetical problem arising in the process of professional activity. The problem was clearly formulated, quite challenging, interesting, and allowed various solutions. To complete the assignment, students were divided into mini-groups in which the discussion was carried out. Then the groups exchanged their opinions and defended their points of view. After performing a series of similar tasks, we moved on to business games.

The games we use can be divided into four groups: created by British authors for ESP (professional English), created by Russian authors for students of economics, games by Russian authors for English learners and the games designed by the authors for future economists learning English. Here we are going

to consider the advantages and disadvantages of each of the game type.

Games created by British (American) authors. Their advantage is that the games are compiled by native speakers and do not require translation. Their disadvantage is that they are not adapted to the needs of our students; their content has to be significantly modified and adapted to the programme of our university.

Games created by Russian authors for students specializing in economics. The advantage of such games is that their content is more focused on the needs of our students; they are designed to form professionally significant skills and abilities of future economists. However, these games are written in Russian and adapted to being used when teaching the core subject. They require translation and adaptation to be used in foreign language classes.

Games created by Russian authors for students studying a foreign language are not related to professional activities, but only focus on general speaking, lexical and grammatical material. They can be used when introducing game technology with first-year students to prepare them for the use business games.

As we can see, the games in the three listed above groups are not quite suitable for systematic use in foreign language classes to shape students' cognitive activity and develop their professional skills in a foreign language. With this regard, we considered it necessary to develop our own games for students of various specializations (original games).

The authors' games designed specifically for students learning a foreign language in an economic university, thus they have a lot of advantages such as:

- - take into account the needs of students (they are adapted to their level of foreign language proficiency; their content reflects the professional specificity of a particular university, a particular faculty, based on cross-curricular approach);
- - provide an opportunity to link teaching with current situation in the country and the world;
- - it is possible to make a whole series of games and game tasks with consideration of the learners' needs that will allow gradual preparation of students for their future profession.

It is possible to involve students in game development, taking into account their needs and wants, which will simultaneously develop their creativity and skills of independent work. However, development of such games requires certain skills and theoretical knowledge and can be quite time-consuming.

Thus, it seems appropriate to use all types of games, combining them into a single system, covering all stages of teaching professional foreign language.

An example of an original game "Bank loan" is given in Appendix №7. The teacher does not interfere in the course of the game, but makes necessary notes. For the notes, we propose to use the table that facilitates monitoring the game and the subsequent analysis of the game results.

St ud ent 's Na me s	Didactic characteristics			Professional characteristics			Independent solutions characteristics	
	Time of speaking	Pace of speech	Number of mistakes per one piece of speech	Knowledge of material	Correct use of professional vocabulary	Awareness of professional etiquette	Ability to express point of view	Original solutions
1.								
2.								
3.								
4.								

According to the results of the analysis provided in the table, the students are either assessed or given individual recommendations depending on the mistakes made.

As a result, during one classroom session (90 minutes), it is possible to test and assess students' knowledge of previously studied topics, to encourage all students to participate in the discussion of problems, to check their readiness to use their knowledge and skills in the situation of quasi-professional communication, to create students' interest and motivate them to acquire more professional skills .

When conducting business games, we confront with a number of challenges. Below we summarize the challenges encountered and show how we managed to overcome them.

- preparation is time consuming as students need a lot of additional information and have to memorize a lot;
- as students lack some information they have to invent it which can impact the plot of the game. To avoid this, the amount of information needed should be carefully considered;
- if the discussion continues for too long, it becomes boring and tedious for students and the game has to be interrupted as it exceeds the time available. To avoid this, we introduced double classes into the schedule (4 academic hours), which allowed us to conduct full-scale business games and give the feedback immediately while it is still relevant and meaningful;
- the participants are so involved in the game that they forget about the objectives of the game (to update some language material, some behaviors); in this case it is possible to pause the game and remind the participants of the objectives.
- the students start confrontation, heated debate, that makes it difficult to make a certain decision. The role of the teacher or facilitator is important here, as students should be reminded about the objectives and the rules of the game;
- the players do not know much about business ethics and etiquette, behave inappropriately in the game situation. Before the game, the teacher has to introduce the issues of business ethics and etiquette. However, if the participants do not behave the way they would in the real life, the game itself or its content might not be very relevant for the participants;

- some participants dominate and do not allow more passive players to express their opinions. When assigning roles, it is necessary to think through the wording in such a way that only everybody's active participation will allow to move forward; moreover, students are reminded that the effectiveness of participation in group decision-making determined by the ability to listen to different points of view;

- the participants do not listen to each other, continue to repeat the same arguments. It is necessary to warn the participants in advance against such an error and train them to look for different arguments, listen to the statements of their partners;

- the participants do not understand each other and, being involved in the game, and switch to their native language. It is necessary to discuss in advance the impossibility of using the native language during the game;

- Some of the participants do not come to class or come unprepared, and this impedes the game. If it is impossible to do without this player, you should duplicate the roles in advance, but if both players have arrived, you can alter the plot of the game a little so that both can take part in the action;

- the students quickly lose interest in the content and, consequently, in the game. The level of the game (lexical, grammatical and professional material) must correspond to the level of the students' foreign language competence. When preparing a game, it is necessary to develop a reference lexical and grammatical minimum that must be revised before the game starts.

- overuse of playing methods leads to a decrease in discipline in the group, students begin to perceive classes as a kind of "entertainment", it is difficult to switch to other activities. To overcome this, we combined traditional and game methods in the classroom, played the game when its use was really justified and necessary.

A number of mistakes can be made by the teachers starting with improper planning, mistakes in conducting and incorrect analysis. These might be partly the reason for infrequent use of game technologies.

It is important for a teacher to master the use of game technologies. A well-developed game that meets the educational objectives and is effectively managed by the teacher, creates the necessary conditions for the students to become involved in the game process and gradually acquire and expand the experience of individual and joint creative learning activities and develop their skills in professional foreign language skills. Thus, the game is an active method and form of education that allows mastering knowledge, business skills and generally developing students as active, independent, creative, socially mature individuals.

We have identified the following pedagogical conditions required to form cognitive activity of future economists by means of using game technology in foreign language classes:

Apply game technology purposefully and systematically at different stages of teaching.

The content of games should correspond to the purpose of students' professional training, game situations should be modeled in relation with the future professional activities of students, based on interdisciplinary connections, and modern authentic media and the Internet materials are involved in their preparation.

Gradually prepare students for participation in business games according to the scheme: game situations with a partially-professional orientation - mini-games - business games.

When assigning roles, personal and age characteristics of students and their level of proficiency are taken into account.

Classroom activities are complemented by extracurricular work built in conjunction with classroom activities.

The teacher should be prepared to organize gaming activities.

2.2 The integration of classroom and extracurricular work for successful development of cognitive activity

In this section, we consider the possibility of using game technology in students' extracurricular activities.

Our analysis of scientific publications and practical recommendations on the problem of extracurricular work suggests

that most of the research is devoted to extracurricular work with schoolchildren [52, p. 39-42; 67, p. 69-71; 113, p. 111-113], however, there are publications on organizing extracurricular work with future teachers [197]. A number of researchers consider the problem of organizing students' leisure [201; 125, s. 26-27], but they do not pay due attention to the professional interests when organizing extracurricular events.

Extracurricular work with students provides many opportunities for the development of their cognitive activity and has several advantages compared with classroom activities.

First, classroom activities have a strict timeframe, associated with the need to complete a specific programme, as well as allocated hours, while extracurricular work provides an opportunity to deal with the material and problems that are relevant to students at the moment and devote to them as much time as needed.

Secondly, extracurricular activities exclude authoritarian guidance of teachers; education goes discreetly and is not perceived by students as an encroachment on the freedom of the individual. Moreover, there is no psychological rejection of the influence of the teacher, the principle of cooperation pedagogy is implemented, which significantly increases the emotional attractiveness of such activities compared to the classroom sessions. The role of such work is also significant for the development of positive personal qualities: independence, a creative attitude to learning, initiative, collectivism, and the development of various abilities of students. Students unite according to their interests, which positively influences the interpersonal relations of the participants, contributes to their self-realization.

Thirdly, uniting by interests allows solving many educational tasks. Extracurricular classes allow the teacher to form a foreign language professional competence in a variety of forms: business games, imitations, "round table" meetings, watching videos and creating your own video clips, free discussions on hot topics. The extracurricular form of work develops the students' cognitive activity as well as motivation to learn a foreign language, to work with various materials, to acquire professional communication skills.

Such work is aimed at the expansion and deepening of professional knowledge, organization of creative activity, it compensates the lack of communication and helps to organize students' leisure time.

As we have mentioned above, there is a gap between learning a foreign language at an economic university and the time of its practical use by young specialists. If, during the gap period, students do not continue to improve the language themselves, to apply it in situations of professional communication, the knowledge gained will become “passive”, and young professionals will experience difficulties in foreign language communication. Out-of-class foreign language teaching at the economic university presents a unique opportunity to continue learning a foreign language and improve its professional use after the end the university course in. Voluntary participation in various forms of extracurricular activity allows practicing and improving language skills.

Planning extracurricular work, we sought to attract not only junior students, but also senior ones, we developed such forms of work that were associated with junior classes, complementing and expanding them, and gave the opportunity for senior students to develop their language competence.

There are different forms of extracurricular activities: clubs, events, debates, contests, quizzes, exhibitions, student research work (SRW), presenting reports, individual consultations, etc. We believe that conducting SRW is especially effective to involve senior students when they already possess certain knowledge in their majors. Participation in SRW in a foreign language motivates students to develop their language skills.

The variety of forms of extracurricular activities make it possible to involve all students, regardless of their level of language competence, respond to current trends and events in the world.

Currently, students encounter problems of lack of communication, lack of youth organizations and institutions that unite students. In this situation, extracurricular activities can and should help, bringing together students for the purpose of professional improvement, contributing to the development of their

professional competence, and, consequently, helping them to find their place in their professional life.

Properly and purposefully organized extracurricular activity contributes to improving the quality of knowledge, practical skills and abilities, develops cognitive activity and independence of students.

Considering all these positive aspects of extracurricular activity, it should be considered important for students.

We decided to devote all our extracurricular activity in a foreign language not only to improving foreign language skills, but also to preparing students for future professional activities in a foreign language, thus combining classroom and extracurricular work into a single complex of teaching.

The objectives of our extracurricular programme are as follows:

- increase the prestige of a foreign language as a source of professional development;

- improve foreign language skills on material related to professional activities (expand professional vocabulary and develop the skills and abilities of professional use of a foreign language and facilitate the process of adaptation to students for professional activities);

- form students' cross-cultural competence;

- develop students' creativity and promote the personality formation;

- create opportunities for senior students to continue learning a professionally-oriented foreign language.

Based on the goals and objectives of extracurricular work with students, we have identified the following requirements for it:

- cohesion of classroom and extracurricular work;

- the material for extracurricular work has cognitive value and is entertaining;

- forms and methods of students' activities should be varied;

- extracurricular work involves the highest level of students' activity with the leading role of the teacher;

- it is carried out on a voluntary basis;

- it should evoke an emotional response to tasks;

- it should be carried out systematically, correspond to the level of students' knowledge, attract lots of students;
- give the opportunity to apply the knowledge gained in practice, improve the quality of this knowledge, and increase the students' interest;
- it should promote training and self-training in the professional sphere.

We have analyzed publications about extracurricular activities when teaching a foreign language. The following forms of work were mainly proposed: individual consultations, extracurricular reading, writing reports, organizing meetings with native speakers, watching feature films and video recordings, visiting foreign exhibitions. All these activities do not represent a great interest for students, do not fully use the potential opportunities and advantages of extracurricular work and do not allow linking it with a future profession.

We decided to aim all extracurricular activities in a foreign language at developing professional skills of future economists, that is, to carry out all activities in English, but in professional context. When conducting experimental teaching for implementation of the aims and objectives of the experiment, the following forms of extracurricular activities were selected: club work, visiting exhibitions, extra reading, contests, theme parties in a foreign language, SRW (participation in a student scientific conference, publication of abstract, preparation of reports). The choice was justified by the need to combine individual and group work. (A sample program of extracurricular activity is given in Appendix No. 2).

Previously, such student associations as Political Club, the amateur theater, operated in RSUTE (Presently Plekhanov Russian University of Economics). The students were involved in SRW (students' research work). However, all these associations and events were not directly related to the formation of students' professional skills. Thus, it is obvious, that professionally orientated extracurricular activity was very limited.

We decided to introduce the following forms of extracurricular work: club work, extra reading, amateur performances; theme parties, SRW and to establish a clear

connection between extracurricular activities and formation of professional foreign language skills.

We conducted a student survey to discover to what extent they are prepared to be involved into extracurricular work. 426 students were surveyed and the majority (68%) expressed a desire to participate in extracurricular activity in the English language. Most of these students had already participated in extracurricular work at school and wanted to improve their level of English.

As a part of the experiment, it was decided to establish a "Business Communication Club" for those who wanted to improve their knowledge of the foreign language and apply it in an informal setting in business related situations.

Clubs and student associations have always been widely used when teaching a foreign language to students and schoolchildren. The word "club" came into the Russian language and the Russian culture from English, one of the meanings of this word is "to come together." Clubs are widespread in England and are associations of people with similar interests, a peculiar way of communicating and organizing leisure activities. From this point of view, it was logical to attract students to a typically English association in order to develop their cognitive interest in a foreign language and study the cultural aspects of the country. This was supposed to increase interest in the subject, broaden students' horizons and facilitate training future economists in a foreign language. Club meetings were held in English and topics connected with professional area were discussed, thus corresponding to the students' needs.

The association allowed us to attract students with different levels of foreign language competence, since we used both group and individual forms. Being club members, students were involved in different types of activities – issuing wallpapers, organizing excursions, participating in quizzes, contests, competitions, and so on.

Before establishment of the club, a program of its activities was developed and approved by the English Language Department, topics for meetings were selected. The program of the club activities was developed to be compatible with the curriculum for foreign language. Extracurricular activities were

aimed at revision and expansion of the material studied at classroom sessions (see Appendix No. 3).

To create the program for the club, we studied syllabi in students' majors and selected situations that would simulate their future job responsibilities. Basing on these situations, business games and other materials were selected and developed. It was decided to hold regular meetings with native speakers (economic students, representatives of business community).

We also attracted students to participate in developing the program. A student survey was conducted to determine the topics and forms of meetings they could offer. The survey revealed that professionally orientated topics were most relevant for students: holding business negotiations, participating in telephone negotiations, clinching a deal, presenting a new product, advertising a product or service, etc. However, other topics, such as the educational system in our country and abroad, problems of youth and students and so on were also interesting for them. The following forms of meetings were proposed: round table talks, discussions, reports, meetings with English speaking business people, and business games.

The trial programme of the meetings was developed for two years. It should be noted that in reality not everything went according to the initial plan, since some adjustments were made. In some cases, it was necessary to change some topics of the meetings, to discuss the problems of the changing socio-economic situation in our country and in the world. In addition, we encountered with the following problem: since the meetings were held twice a month and were voluntary, the participants of the meetings changed (someone came regularly, others – only occasionally); therefore, it was important to ensure that each activity was completed within one session.

To ensure successful functioning of the club, the club Board and the organizing committee of the club were chosen. The Board included a representative of the university administration, foreign language teachers and students. The organizing committee was consisted of students (members of the club) each of whom had a specific role. In addition, a club newspaper was regularly issued.

Even at the initial stage, the club provoked great interest among students. At the first meeting, a survey was conducted.

The analysis of the questionnaires results showed that the students had little experience in participating in extracurricular associations and decided to join the club mainly out of curiosity and due to a lack of communication; the name of the club appealed to them, and among other reasons for joining the club the students mentioned: a desire to improve foreign language skills, a possibility to communicate with economists from other countries.

It was decided to conduct regular surveys (in English) in order to identify their attitude to the meeting and to take their opinions into account when preparing subsequent meetings.

The results of the surveys showed that the students generally positively evaluated the work of the club, especially the relaxed atmosphere of the meetings, the lack of grades and other negative signs associated with classroom activities, the opportunity to demonstrate their abilities (drawing, making presentations, cooking, taking pictures, making amateur videos and etc.). We evaluated the students' performance in the following way: they were given small gifts as an encouragement for good work, short trips were organized for them and the best works were published in the intercollegiate collection of publications. Students' submitted their reports at scientific conferences; some of their material was later used to write essays. Students were able to see how they can apply their knowledge in real life and evaluate their level of the foreign language against the level required for their professional activity.

Since the purpose of the experiment was to confirm the hypothesis about the effectiveness of using business games in a foreign language classroom and extracurricular activities, we paid special attention to the form, tools and method of teaching.

Conducting business games as an extracurricular activity has several advantages compared with regular classroom activities, since the game takes time to prepare, conduct and discuss. During classroom sessions there might be not enough time for these stages and games are substituted by faster and simpler activities. In addition, club activities can be adjusted more quickly and easily to the changing needs and demands of students.

However, it was still necessary to take into account the need for gradual preparation of students for the business games, especially since students came from different groups and were at different stages of education. We started to introduce some elements of games at meetings and gradually moved to full-scale games.

After each meeting, we received feedback from students to understand if we had met all set objectives. If the meeting was recorded, the material was immediately viewed. Students were asked to comment on what was happening, to draw conclusions. They considered the following questions: Did all participants behave adequately? How would representatives of other cultures behave in such a situation? And other similar questions.

It was revealed that students were not aware of business etiquette and business ethics, therefore several meetings were devoted to these issues (see Appendix No. 3). We wanted the meeting programme to be flexible, adaptable to the needs of students, and not vice versa. We tried to respond to all the significant events of international and domestic economic life that were somehow connected with the students' future profession.

Appendix 6 presents the description of one of our club meetings. The topic of the meeting was not included in the initial program of the club, and the need for it was caused by the events of September 11, 2001 and the growth of terrorism in the world. The meeting took place on December 11, 2001, three months after the tragic events. When we announced the topic of the upcoming meeting: Russia and the problem of global terrorism, soon after the tragic events in the USA, a very large number of students expressed their desire to take part in the meeting.

The meeting caused great interest and many non-club members, both students and teachers, were invited to join the discussion of the problem.

The work of the club attracted a large number of students, who came to the meetings when topics were interesting for them. For example, a meeting on challenges young people face in the modern world. Students and young professionals from the UK and Switzerland were invited to that session, which was conducted in a large lecture hall since a very large number of students (both club members and non-club members) wanted to take part in it.

Thus, club meetings were an excellent addition to classroom activities, they developed the students' cognitive activity and independence, enabled them to spend their leisure time beneficially, prepared them for their upcoming professional activities.

As surveys of the participants showed, the initial motives for joining the club were different: to develop the English language skills, to communicate with students from different groups, to learn something new about foreign countries or even simple curiosity. Subsequent surveys revealed that club meetings were useful and interesting for the participants, encouraging them to browse for some new information and mine knowledge and to apply them creatively. Of course, not all of those students who initially expressed a desire to be club members belonged to it for the whole period, which is especially true about the students who had no clear reason to join the club. Others, however, actively participated in all club activities.

In addition to promoting interest in the subject, club meetings created an atmosphere of emotional comfort that allowed revealing personal qualities and characteristics. Moreover, the club was an excellent field for conducting pedagogical experiments, testing new methods and parts of programmes.

However, the club was not the only extracurricular activity for students; many of them were also involved in SRW, extra professional reading, staging performances, participating in theme parties.

We also decided to include extra professional reading (which is often boring) in extracurricular activities for students. We invited students to conduct a brief overview of foreign media and Internet resources (in English) on economic issues (for example, development of electronic commerce in the world, problems of globalization, new management approaches in multinational companies and so on).

Twice per semester, we held round table discussions, and the most interesting talks were later discussed during classroom sessions. This encouraged students to browse mass media and the Internet, developed the skills of oral presentation of the material, thus expanding and updating their vocabulary and ability

to use different resources to mine required information. In addition, students were able to realize how well-developed foreign language skills can contribute to their overall development and professional success.

We also conducted such a form of extracurricular activity as mini-performances in English. Students of Restaurant and Hotel business (Hospitality) department prepared a mini-performance consisting of a number of scenes related to their future profession. Students themselves prepared the script, using additional literature, did scenery and costumes, selected music, learnt the roles. The result surpassed all expectations – everybody highly estimated the performance. It was decided to prepare similar performances for all holidays. From the point of view of learning, the results were obvious - even relatively passive students demonstrated great interest and were able to participate, attended rehearsal, suggested their own ideas. This increase in cognitive activity also affected the attitude to classroom sessions – not only from the participants themselves, but also from the audience. Everybody wanted to participate in the future performances realizing it would be necessary to improve their knowledge of English and, consequently, attend classes, meet the teacher's requirements, and so on. The performance was video recorded, so it was easy and interesting to provide feedback and use the recording in teaching.

Theme events (in the form of round tables), dedicated to works of great writers and poets, are regularly held at PRUE (Plekhanov Russian University of Economics). So, Shakespeare, Byron, Goethe, Thomas Mann theme events have already taken place. Both students and teachers attended them. All materials were selected by students, they also wrote scenarios for them. The preparation for the event itself had an enormous influence on the students' cognitive activity: they had to study the works of poets themselves, find interesting materials in the library and the Internet, formulate their own concept, memorize and play some parts of the works. The events were held in an informal, friendly atmosphere of co-creation, which had a positive effect on interpersonal relations between students, as well as students and teachers.

Although the works of great poets are not directly related to business English, such events teach students to work

independently, instill their interest in a foreign language, introduce them to the culture of the language home country, broad their horizons and contribute to forming cognitive activity.

One of the most important aspects of students' extracurricular activities is SRW. This is both educational and professional activity. It enables students to use reproductive and productive components, gradually complicate activities, develop cognitive skills and creativity, ensures a smooth transition of students to scientific thinking. Students' involvement in scientific work increases their independence and initiative in the educational process. Participation in research requires a more independent and critical reflection on the information and facts obtained, developing one's view of the phenomena studied, the ability to work with materials of the media and the Internet.

Since a foreign language is not a future specialty of our students, but an important tool for their professional success, students' research work is based on this principle. Students were engaged in research in their professional field in a foreign language.

Student scientific and practical conferences are annually held at the RSUTE (now PRUE), where students conduct scientific research in a particular area under a faculty member supervision, prepare reports based on the results of research for the conferences. There is also a subsection in a foreign language. Reports on this subsection should be related to the economic problems of Russia and foreign countries, prepared on the basis of materials from foreign press and the Internet and made in a foreign language. Thus, students have a difficult task: to study one of the pressing economic problems and prepare a report on it in a foreign language. Discussion of the report is also held in a foreign language.

Given the complexity of this task, students were not always willing to take part in the work of the foreign language section. However, after conducting experimental teaching in the classroom and in extracurricular work, the activity and interest of students in the work of the conference increased significantly. In April 2002, we proposed the following conference theme in the English section: "Intercultural and ethical aspects of doing business". This topic was relevant and interested students. The number of

students wishing to participate in the conference was much more than the number of speakers we could accept (15). To select the best reports, we listened to the reports and discussed them in students' groups. Basing on the discussion results, we selected the best reports and recommended them for participation in the conference.

Such interesting reports were prepared and successfully delivered: "Conducting business negotiations with representatives of different countries", "Specifics of doing business in the USA and Japan", "Business reputation and image of Russian companies", "Non-verbal aspects of intercultural communication", "Special features of communication with Chinese partners", "Origins of business etiquette", "Business culture", "Motivation as the basis of a company's success", "Intercultural aspects of management" and others. The report of a student Atutovoy T.T. was considered the best and its abstract was published in the conference proceedings.

The students actively participated in preparing for the conference: they developed the whole procedure for holding the conference including short introductory talks on the general topic of the subsection, small introductions for each report, organizing the discussion and summing up, selecting the best reports for subsequent publication.

Students liked this form of holding conferences and a lot of students and foreign language instructors apart from participants attended them.

Basing on our experience, we can draw the following conclusions concerning the possibilities of extracurricular activity in teaching a foreign language to future economists:

- - a foreign language can be beneficially used in quasi-professional activities during classes and extra-curricular activities such as: business games, imitations, round table talks, watching video clips and creating your own video clips, meetings with native speakers, free discussions on topics of students' interest, including cross-cultural studies;
- - it develops students' cognitive activity, forms an interest in learning a foreign language, trains them to work independently with various authentic materials, helps to develop professional

communication skills and become familiar with the cultures and traditions of different countries;

- - students can deal with the material and problems that are relevant to them at the moment;

- teaching a foreign language, we should implement the pedagogy of cooperation, which significantly increases the emotional attractiveness of such classes compared with the traditional classroom work;

- it is important to foster positive personal qualities, such as autonomy, creative attitude to learning, initiative, collectivism, the development of various abilities of students;

- uniting students according to their interests provides a positive effect on the interpersonal relations and contributes to their self-realization;

- a foreign language helps activate and consolidate the lexical and grammatical material, studied in the classroom;

- using a foreign language in quasi-professional situations prepares students for subsequent professional work;

- it helps increase the efficiency and effectiveness of teaching due to a wide application of interdisciplinary connections, attracting students' knowledge in their major subjects.

Thus, to achieve our main goal – forming students' cognitive activity, we used various forms of extracurricular work along with classroom activities.

2.3 Experimental work – its organization and results

To verify the theoretical conclusions of the monograph, we put them at the basis of the experimental teaching. The object of our experiment was the study of game technology effectiveness for the development of future economists' cognitive activity in the process of teaching them a foreign language.

The main objective of experimental teaching was: to test empirically the pedagogical conditions of the classroom use of game technology with the aim to enhancing the cognitive activity of students (to test the hypothesis of using business games in combination with extracurricular activities to develop cognitive

activity of future economists in the process of teaching them a foreign language). The theoretical basis of the research was the classical and contemporary works in the field of psychology, pedagogy and methodology.

In accordance with the aim of the experiment, the following objectives were set:

To study the modern practice of developing future economists' cognitive activity in the process of teaching them a foreign language.

To analyze the practice of incorporating game technology in the process of teaching English to students of economics.

To research the effectiveness of business games as a means, method and form of enhancing cognitive activity in teaching a foreign language to future economists.

To make a set of business games in a foreign language, which will be used in the pedagogical experiment with their subsequent use in classroom and extracurricular activities.

To develop the methodology of the study of game technology effectiveness for the development of future economists' cognitive activity in the process of teaching them a foreign language.

To determine the level of students' cognitive activity. To analyze the degree to which the level of cognitive activity formed at school meets the requirements of higher professional education.

To carry out experimental teaching, for which purpose to select an experimental group (hereinafter - EG) and a control group (hereinafter - CG) and compare the results of teaching in these groups.

To analyze the results of the experiment. To substantiate the reliability of the obtained results, utilizing various methods of material processing.

To make a delayed control of the results obtained during the experiment.

Stages of the experiment.

The experimental part of the study consisted of the following 4 stages:

Identifying stage

Developing stage

Analysis and data processing

Delayed stability control of the obtained results

The experiment was conducted on the basis of the Russian State University of Trade and Economics (RSUTE). Some games were also tested at The Russian Presidential Academy of National Economy and Public Administration, the Russian Foreign Trade Academy, and the educational center of GlavUpDK. In total, more than 300 students and 18 teachers took part in the experiment, which covered about 500 academic hours at the faculties of law; commerce; accounting and finance; hospitality business and foreign economic activity.

Identifying stage.

At this stage, in the course of teaching, the authors observed the influence of various factors on the development of students' cognitive activity and the effectiveness of pedagogical work in teaching English to future economists. There was a search for optimizing the teaching process. As a result, the following factors were identified as important in the development of cognitive activity: the relationship of the studied material with future professional activities, the utilization of modern authentic materials, innovative methods of presenting and consolidating educational material. But it was especially effective to use games simulating the situation of professional students' communication. Even the occasional application of games in the classroom dramatically increased the students' interest and desire to study, developed the spirit of creativity and co-creation, increased the motivation of learning, created the prerequisites for independent creative search, and therefore had a positive impact on learning outcomes.

Such observations prompted the authors to study the problem of developing cognitive activity through the introduction of game situations in the classroom using material that is professionally significant for students. This stage was devoted to the theoretical analysis of philosophical, sociological, psychological, pedagogical, methodological and cultural literature on the problem under study as well as to the study of existing experience.

At this stage, the authors determined the object and subject of the study, its goals and objectives, and developed a working hypothesis.

Further, it was decided to test experimentally the theoretical conclusions about the use of games for the development of future economists' cognitive activity in the process of teaching them a foreign language.

Before the experiment it was necessary to:

- develop the methodology of measuring the dynamics of cognitive activity;
- determine the initial level of students' cognitive activity and their ability to use a foreign language in situations close to their future professional activities.
- identify the main indicators of business games effectiveness for the purpose of enhancing the cognitive activity of students;
- develop an approximate methodology for organizing and conducting business games;
- make a bank of games enhancing the cognitive activity of students specializing in economics.
- select the location of the experiment.

No less important was the task of developing criteria for assessing the dynamics of changes in cognitive activity.

For each science, the question of criteria that can be used to evaluate phenomena and processes is very important. Criteria are characterized by certain indicators. In the theoretical study of the problem cognitive activity development (in p. 1.1.) we noted that there is no unified system of cognitive activity criteria [12, 96, 157, 205 and others]. On the basis of the characteristics available in the psychological, pedagogical and methodical literature, we have identified the most specific components that reflect the process of future economists' cognitive activity development when using game technology in the process of teaching them a foreign language. These characteristics can be shown by indicators that are quite easy to measure. As a result, we have identified the following criteria of cognitive ability development: cognitive, motivational and operational-practical, each of them is characterized by certain indicators. These criteria allow assessing the progress of students' cognitive activity development, which is the basis for forming professionalism.

We used them in the experiment to verify the research hypothesis. These criteria and indicators are shown in Table 3.

When selecting criteria and their indicators, we realized that there is always some subjectivity in any measuring activity as it is performed by people.

Before starting the experiment, we needed to determine the level of development of first-year students' cognitive activity, obtained by them at school, and find out to what extent it corresponds to the level necessary for successful learning in high school and mastering a future profession.

Table 3

Criteria	Indicators	Levels of cognitive activity		
		High	Medium	Low
1. cognitive	Proficiency in lexicogrammatical material	High level of proficiency in lexicogrammatical material	Medium level of proficiency in lexicogrammatical material	Knowledge of a small number of lexical units
	Ability to carry on a conversation	Ability to communicate and understand the speech of the interlocutor, to speak on topics beyond the scope of the studied material.	Ability to carry on a simple conversation, understand the interlocutor, communicate within the studied material	Incomplete understanding of the interlocutor, inability to make a conversation even on the studied material.
	Speed of speech	Close to native language	Medium	Low
	Speaking time	Long	Sufficient	Insufficient

Criteria	Indicators	Levels of cognitive activity		
		High	Medium	Low
	Number of mistakes	Few, mistakes do not hinder communication	Mistakes partially hinder communication	The number of mistakes is so large that communication is invalid
	Academic progress	High (5-4)	Medium (4-3)	Low (3-2)
2. Motivational	The nature of motivation	The study of a foreign language is necessary for future work	The study of a foreign language is necessary for the studies	Motivation is missing
	Presence of cognitive interest	Expressed interest in mastering professional foreign language	Interest is due to the desire to get a good mark	No interest
	Participation in extracurricular activities	Active participation	Participation on the teacher's recommendation	Reluctance to participate
	Participation in classroom work at senior courses	Active participation	Occasional participation in classroom work at senior courses	No participation in classroom work at senior courses

Criteria	Indicators	Levels of cognitive activity		
		High	Medium	Low
	The kind of task performance	Performance of tasks on time and earlier and in a larger volume	Performance of tasks on schedule	Passivity in the study of a foreign language, occasional task performance
	Selectivity in relation to the studied material	The desire to link the study of a foreign language with the future profession	Interest in some types of assignments. Some desire to study the material related to the professional activity	Lack of any interest in the content of educational material and types of assignments
	Initiative	Constantly expressed	Periodically expressed	Not expressed
3. Practical	Readiness for solo work	Home reading of additional literature, creative approach to the work performed	Reading of additional literature and individual approach to the accomplishment of tasks given by the teacher	Unwillingness to read additional literature, lack of individual approach to work
		The ability to find material in the media and the Internet	The ability to find material according to the instructions of the teacher	Inability to use additional sources of independent

Criteria	Indicators	Levels of cognitive activity		
		High	Medium	Low
		The ability to find an original solution to the problem, to give a non-standard answer, the desire to move away from the accepted standard	The ability to find a partially individual solution, the desire to act in accordance with accepted standards	Inability and unwillingness to find an individual solution and formulate it. Inability to act even in accordance with accepted standards
	Skills of foreign language professional use	Proficiency in professional vocabulary	Proficiency in professional vocabulary at the intermediate level	Ignorance of professional vocabulary
		Ability to lead a discussion on professional topics	Ability to hold an easy conversation with elements of professional problems	Inability to hold a conversation on professional topics
		Use of interdisciplinary connections	Occasional use of interdisciplinary connections	Inability to use interdisciplinary connections
		Command of professional ethics	Incomplete command of professional ethics	Ignorance of professional ethics

Criteria	Indicators	Levels of cognitive activity		
		High	Medium	Low
		Knowledge of professional etiquette	Partial knowledge of professional etiquette	Ignorance of professional etiquette

Measurement of students' cognitive activity level was made in two ways. First, the above-given table was distributed among teachers to make measurements in student groups. Based on the criteria and indicators given in the table, they determined the level of students' cognitive activity, dividing them into three levels. Then the total amount and percentage of students with 1, 2 and 3 levels of cognitive activity were calculated. The method used by teachers was that of direct observation.

Secondly, we developed questionnaires for students (see Appendix № 1), which allowed us to compare the data obtained in assessing the level of cognitive activity conducted by teachers and the students' answers. Comparison of data and the calculation of arithmetic averages provided more objective data on the development of students' cognitive activity.

The above-mentioned scheme was used in measuring the level of 1st year students' cognitive activity at all the faculties of RSUTE (Russian State University of Trade and Economics-now PRUE – Plekhanov Russian University of Economics. 18 teachers and 240 students took part in the experiment. October and November were chosen for conducting a survey as this is the time when teachers usually have formed a certain opinion about their students. According to the results provided by teachers, and questionnaire data, the following conclusions can be made: cognitive activity of students is of low (40%) and medium (60%) levels, which is explained by the current situation with the teaching of a foreign language at school, as well as the fact that many students begin their studies at the University after a time interval. Even good knowledge of English displayed by some first-year students with a high level of language proficiency does not mean that they have developed skills of creativity and co-creation, ability to work in a team, motivation for further acquisition of

knowledge, ability for self-study and, of course, they have not developed professionally necessary skills and abilities.

Thus, first-year students come to higher school to some extent unprepared for the new learning conditions, which is caused by the insufficient degree of cognitive activity development. Consequently, one of the tasks of teaching at the initial stage of the University is developing students' cognitive activity and their readiness for solo work.

Conclusions

Most first-year students have a low or medium level of cognitive activity.

This level of cognitive activity is insufficient for the mastering of the University program.

It is necessary to develop students' cognitive activity, teaching them foreign language for professional purposes, using interdisciplinary connections, developing skills of solo work.

In addition to determining the level of students' cognitive activity development, it was necessary to find out the attitude of students and teachers to the use of game technologies in the classroom, as well as their experience of participation in such classes.

We conducted a survey of teachers and students, observation and analysis of classes in order to clarify the attitude of teachers and students to business games in the English classroom, it was interesting to find out the opinion of teachers as well as students themselves about the impact of games on the development of students' cognitive activity.

Questionnaires (see Annex 1) contained various types of questions aimed at obtaining in development about the attitude of teachers and students to games in the classroom, the frequency of their use, the sources used by teachers in the selection of games and the impact of their use on the development of students' cognitive activity, communication and professional skills. The survey was conducted among the teachers and students of 1-2 courses of Russian State University of Trade and Economics (Now – Plekhanov Russian University of Economics) (faculties - accounting and finance, hospitality business, commerce and marketing, commercial law and others); students 1-3 years of RANEPА (The Russian Presidential Academy of national

Economy and Public Administration) (faculty of civil servants, department of international law), ANE (MBA program), 1 year students of GlavUpDK (joint Russian-American program "Friendship Force"). In total, 19 teachers and 255 students took part in the survey. In addition to the survey, interviewing and testing of students were conducted.

The results of the survey allowed us to draw the following conclusions:

- most teachers (64%) and students (75.6%) consider business games a necessary classroom activity. Students noted that the use of games promotes the interest to the studied material, makes learning process exciting, improves the psychological climate in the group, develops the spirit of mutual support among students, cements interpersonal relations, contributes to the development of creative thinking. If games simulate professional communication

- it allows students to gain experience of using a foreign language in quasi-professional situations. At the same time, some difficulties may be noted. For example, the lack of a developed system of games implies more time spent on the preparation for the game than the time needed to prepare for a regular class. Some teachers (mostly middle-aged and older) did not consider the game more effective than the traditional method of teaching, regarding it only as a kind of entertainment. We found out that most teachers conduct games in the classroom irregularly, the choice of game is often determined by the studied lexical and grammatical material, and not focused on the professional needs of students. The results of the games are not always discussed with the participants (for example, they are simply rated).

Questionnaires given to first-year students showed that game techniques in teaching a foreign language in the school were practically not used. This is due to the insufficient number of hours allocated to the study of a foreign language in secondary school (or the lack of subject as such). Education in secondary school was mainly focused on preparing pupils for entering higher educational institutions. Those students who were preparing for entering tertiary education institutions at preparatory courses, with a private teacher, or independently did not participate in games,

as preparation for entrance exams is carried out mainly by "coaching" applicants for them. The exceptions are those students who studied in specialized language schools, courses (for example, BKC) or abroad. On average these students have both a more developed cognitive activity and a better knowledge of the subject.

In general, the survey, interviews and subsequent follow-up conversations led to the following conclusions:

The game used in the process of teaching a foreign language is a personally significant activity.

The game attracts students with the possibility of impersonation, the use of knowledge in simulated situations close to professional communication, getting knowledge in an unusual game form.

Games allow teachers to involve all the students into class activities, to improve the emotional climate in the group, draw students' attention to the subject, that is, to influence the cognitive activity of students.

Games are used occasionally; their selection is often arbitrary, which significantly reduces the potential of game technology. Basically, the use of game technology is limited to traditional games from domestic and foreign methodical materials, only some enthusiastic teachers, develop their own games related to the teaching materials.

Interest in business games encounters the lack of guidelines for their use.

Most first-year students do not have enough experience in games in a foreign language and are not ready to participate in business games.

And yet, according to the results of the survey, it was found that even the occasional use of games contributes to developing students' interest in learning a foreign language, stimulates their activity, which is manifested in their progress. Based on these data, we started to develop and pilot test methods of organizing business games in a foreign language classroom with students specializing in economics. We decided to develop and test the introduction of game technologies in the process of teaching a foreign language to the students of Commerce and Marketing Faculty.

It was necessary to determine the topics of classes, most appropriate for using business games. The necessity of simulation quasi-professional situations and the content of the material that students' study in the main subjects were taken into account. We came to the conclusion that almost all the topics studied in the course of "Business English" provide ample opportunities for the use of business games and problem situations in order to "play" the studied material in situations close to professional activities with the aim of optimizing the learning process.

This stage was preliminary to the developing stage of the experiment. We have compiled a trial bank of games accounting the principles outlined in paragraph 2.1. The authors' developed games as well as the ready-made games by British and American authors were included into the set. The set was in handwritten form and subject to changes and additions. Afterwards, the game tasks, developed in the course of the experiment were included in 4 course books ("Language of Consumer law" - 2001, "Language of foreign trade activity" - 2001, "Practical English course for lawyers. Part 1" - 2001, "English for Lawyers " - 2002).

The primary testing of the game bank was held in one University of Economics, two Academies of Economics and courses of GlavUpDK. Games were introduced at different stages of class activities, for students of different language levels. Games were followed by interviews with participants and measurements of changes in the level of cognitive activity.

Then an interim survey was conducted (questionnaires 6 and 7, Annex 1), which confirmed most of the findings and highlighted a number of difficulties. It proved the necessity of developing a system of overcoming difficulties, to making changes in the content and organization of the games.

Therefore, it turned out that excessive enthusiasm for games in the classroom (especially for those types of game activities that are not related to future professional activity) has negative consequences: discipline in the group declines, students begin to perceive English classes as a kind of entertainment, which in turn adversely affects cognitive activity. It should also be taken into account that students do not always possess the necessary lexical and grammatical proficiency for the successful performance of their roles. Therefore, it was decided, to develop a

basic lexical and grammatical material for each game to help teachers in plying games, in addition to the games themselves, it was also necessary to devote several classes to the study of business etiquette before business games, with a view to forming cross-cultural awareness and tolerance of students.

At this stage of the experiment, there was identified the importance of extracurricular activities accompanying classroom activities and it was decided to set up a "Business Communication Club".

After summing up the results of the first stage of the experiment, we are moving on to its main part – the developing stage.

Developing stage.

This phase of the experiment was a focused test of the provisions put forward in the previous stage and was carried out over a period of two years.

Objectives of this stage:

To implement experimental teaching in experimental group (EG), using banks of games for students specializing in economics, to compare its results with the results of traditional teaching in control group (CG).

To record changes in the development of cognitive processes in EG and CG by means of interim tests.

To analyze the results of this stage and develop guidelines for the use of business games in English classes and in extracurricular work with future economists.

During the experiment, diagnostics of the achieved level of cognitive activity was carried out.

1st year of experimental teaching.

We conducted experimental teaching of 1st and 2^d year students of Russian State University of Economics (now – REU) for 2 years.

During the 1st year of experimental teaching, it was necessary to develop the game culture of students, gradually involve them in professional education, and track how the introduction of game technology affects the development of cognitive activity.

For the experiment, two groups of students (EG and CG) with an average language level were selected (most of them had “good” at the entrance English exam). CG was exposed to traditional teaching, EG had experimental teaching with the use of business games. There were 12 students in each group with the same teacher in both.

First came measuring the level of students’ cognitive activity development in both groups. The measurement was made in September 1999 according to the criteria and indicators developed during the identifying stage of the experiment (see Table 3). Here are the diagnostic results.

Table 4

	The level of cognitive activity development in %		
	High	Medium	Low
EG	0	58,3	41,6
CG	0	66,6	33,3

We see that in both groups the level of cognitive activity development is approximately the same and corresponds to the average among first-year students of other faculties. Despite the average and high academic performance indicators, most students have an average and low level of cognitive activity (they have not developed operational-practical and motivational components of cognitive activity), which does not meet the requirements of higher school.

The experiment was preceded by the conversation with students about the goals and objectives of experimental teaching.

In CG, teaching comprised occasional use of game technologies, with the predominance of such types of work as the traditional study and consolidation of new vocabulary, reading and translation of course boob materials, doing exercises (answers to questions, substitutions, translation), evaluation, and testing.

In EG there was a focused and systematic application of game technologies.

A bank of game situations and business games was developed specifically for students of 1 and 2 years, with the accent on their syllabus and interdisciplinary connections. Since we found out that only the systematic use of game technology

brings positive results, games were incorporated in almost all the classes of EG.

Herewith, games for Business English classes were introduced gradually.

CG classes were conducted on the materials of the course boob consisting of a series of authentic economic texts and a traditional system of exercises to them. In EG classes besides performing these tasks (and by reducing some of their number), we gradually introduced first game moments, then game situations and finally full-scale business games designed for our students with regard to their professional needs.

In the distribution of roles, we took into account the individual characteristics of students, their level of language proficiency and willingness to participate in the game.

Next, we give an approximate scheme of introducing game technologies in the teaching process.

For first year students, a significant difficulty is a large number of new lexical material related to business. Therefore, the first weeks of teaching were devoted to the study and consolidation of lexical material. We were introducing game moments for the consolidation of lexical material on the basis of the methodology developed in the course of identifying stage of the experiment (crossword puzzles with active vocabulary). The next stage was partially professional game situations when students already know some lexical and factual material. Thus, dealing with the topic "Retailing" students study the description of more than 12 types of different types of retail. They were asked to think of some kind of store and describe it, the other students guessed what type was meant. This task was appealing to students of EG and encouraged them to speak English. Another task was the following: to discuss in mini-groups what types of retail were preferable to start in the area adjacent to the University and justify the decisions. After the discussion, the mini-groups exchanged their ideas and developed a single concept.

Further, on the basis of course boob materials (for example, theme "Wholesaling") students made dialogues, for example: a journalist who wants to write an article about wholesale trade, interviews a wholesaler; a wholesaler is looking for ways of selling

goods through a retail network and has talks with representatives of the retail trade.

After a series of similar tasks, we found it possible to play the actual business games. For example, reading the text "The Middleman of Trade" (reseller) was followed by the game "choice of an intermediary" (developed by authors). Students were divided into 4 groups: manufacturers, wholesalers, retailers and brokers. "Manufacturers "had to choose the best "intermediary", and" intermediaries "tried to receive an order from "manufacturers". Each group held preliminary discussions about their goals and objectives, and then a meeting between "manufacturers " and "intermediaries" was simulated.

Further on all the course book themes were "played out" in the EG.

Thus, the consolidation of the theme "Advertising of goods and services" was held in the EG in the form of project work. Students in mini-groups prepared advertising of a certain product or service. First, they justified the choice of a particular type of advertising and advertising techniques, then prepared an advertising project – the plot, text, design, music. At the final lesson on the theme, students presented their projects for rating. The jury consisted of CG students. All EG students participated in project work, all the projects were very interesting, it was difficult to choose the best one.

In the course of the experiment, interim tests were carried out to determine the dynamics of students' cognitive activity and the degree of knowledge assimilation.

Here are the results of the interim test after studying the topic "Reseller" in EG and CG. Students were offered the same test questions.

Table 5

Indicators	EC	CG
Speaking time	3 min	1-2min
Number of utterance units per minute (average)	60	45
Speed of speaking	Medium and high	Medium and low
The number of cases of active vocabulary use when answering one	7-9	0-3

Indicators	EC	CG
question		
Number of lexical and grammatical mistakes per statement	3-4	3-7
Understanding the teacher's questions	Almost complete	Partial

We see that as a result of the use of game technologies, EG students spoke faster, with fewer mistakes, used more active vocabulary, and better understood the questions of the teacher.

At this stage of experiment the Club of Business Communication started its extracurricular work. Appendix № 3 gives an approximate working program of the Club. Since membership in the club was voluntary, both students of EG and CG, as well as students from other groups and faculties took part in its activities. At the beginning of the experiment approximately equal number of EG and CG students (5/4) expressed a desire to engage in extracurricular activities. At the end of the 1st experimental year this ratio changed: 7 students of EG (more than 50%) regularly took part in extracurricular activities in contrast to only 3 CG students.

In addition to the use of games situations on the materials of the course book, we attracted to the teaching in EG included relevant authentic materials: media and Internet publications, printed materials of real-life companies.

Thus, in preparation for the game "Journey through Europe", EG students were given the task: to go to the exhibition of tourism in the Expocentre and take promotional materials from different travel agencies. Further, the students played the role of "representatives" of these agencies and offered their services to customers.

For each topic of the Business English course, students had to find relevant material on the Internet and in the English press. This material was then used for making reports and preparation for business games.

At the beginning of the experiment, the 1st year students were not accustomed to this kind of self-directed learning and it wasn't enough just to give them the task to find some material. It was necessary to show them the direction of the search, but after the first months of learning, many students succeeded in looking for material on their own.

It wasn't only the search for the material itself that caused difficulties for students, they were not able to use the collected material, as their language proficiency was insufficient - students lacked the skills of skimming and summarizing. Therefore, at first it was done under the supervision of a teacher.

Despite the difficulties, the use of such materials in class has significantly increased the interest and activity of students, as the language besides being one of the syllabus subjects of little interest has turned into a real means of obtaining current in development.

Game technologies were used not only in Business English classes, but also in General English classes. Thus, the introduction of new grammar material was as follows: first, grammar rules were explained. To speed up the process and due to the fact that a foreign language is not a future occupation of our students, the explanation was in Russian with a lot of examples in English. Then the students listened to an authentic recording, where this or that grammatical phenomenon was used by native speakers. After listening, the students performed a number of tasks: answering questions, retelling listening extracts, expressing their opinions, and others. Then students were involved in such game-situations that required the use of studied grammatical structures (in detail the description of such games, e.g. – "Making Money" – is given in section 2.1).

Games were also included in the process of lexical material consolidation of. Though the game situations that we used in General English classes were not in the close context with the future professional activity of students, they contributed to the development of communication skills and increased students' interest.

By the end of the first year of the experiment, EG students had formed a certain game culture, they could prepare a report

based on the course boob materials and authentic media materials, take part in the debate, develop and justify their opinions, they took part in business games and had primary skills of business etiquette and cross-cultural competence.

At the end of the first year of the experiment, we again measured the level of cognitive activity in EG and CG on the adopted methodology.

The forthcoming table contains the results of the 1st year.

Table 6

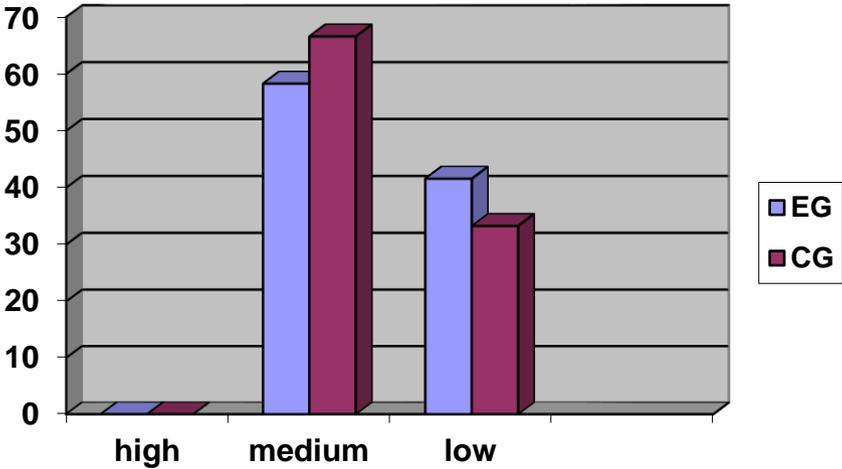
	The level of cognitive activity development		
	High	Medium	Low
EG start/end of the year	0/24,9	58,3/50	41,6/24,9
G start/end of the year	0/8,3	66,6/50	33,3/41,6

Analyzing the data obtained, we see that in EG the number of students with a high level of cognitive activity has increased significantly (by 24.9%), the number of students with low cognitive activity has decreased by 16%, and the number of students with an average level has decreased as well. In CG the number of students with high cognitive activity has increased slightly mainly due to a slight decrease in students with average or low cognitive activity, and at the same the number of students with low cognitive activity has increased.

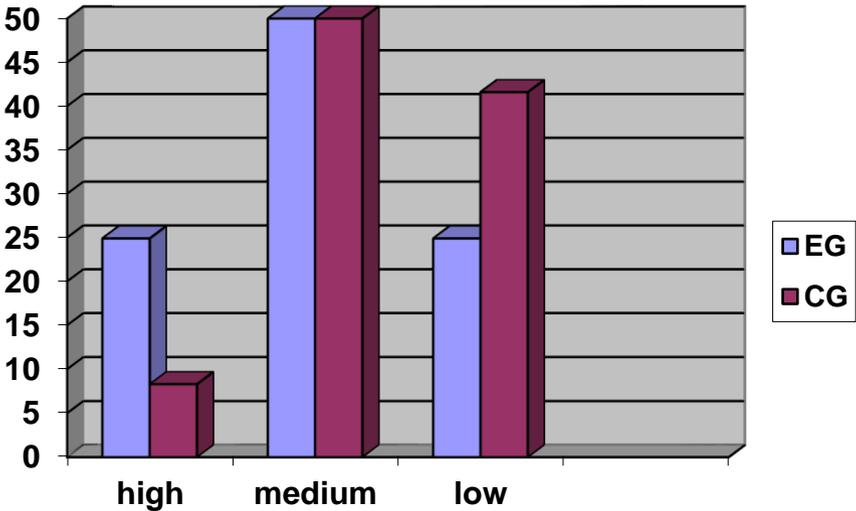
The corresponding data are given in the form of histograms. The number of students with different levels of cognitive activity is expressed as a percentage.

The beginning of the experimental teaching (September, 1999.)

We see that the indicators of cognitive activity at the beginning of the experimental teaching were almost the same; at the end of the first year the indicators of the average level became equal (at the beginning of the experiment this level was slightly lower in EG), and the indicators of high and medium levels are significantly different in EG and CG.

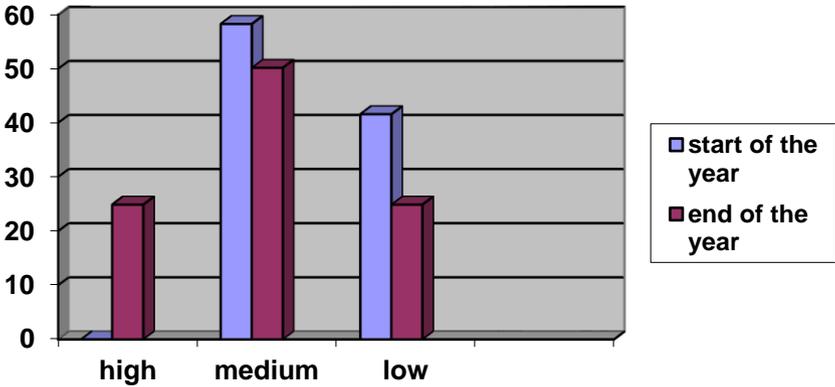


The end of the first year of experimental teaching (May 2000).

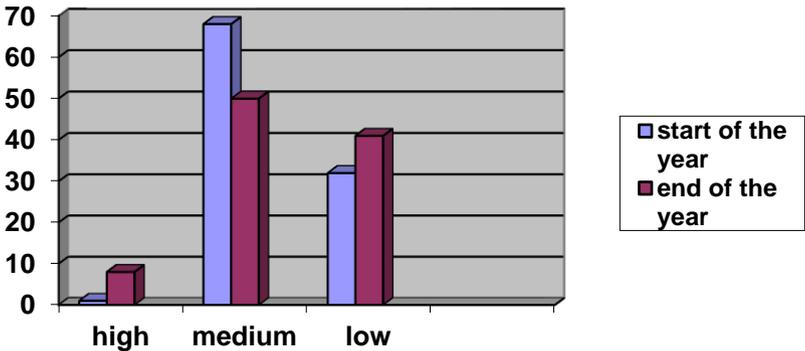


We present changes in cognitive activity in EG and CG in the form of histograms. The number of students with different levels of cognitive activity is expressed as a percentage.

Experimental group.



Control group



The first year of the experiment also revealed shortcomings in its organization:

English and other subjects' curriculums were not fully coordinated. For example, the concept of "world prices" - CIF, FOB and others was discussed in English classes before students studied them in the course "World economy".

The syllabus of extracurricular activities wasn't correlated with the syllabus of classroom activities, which disrupted the core principle of unity of these activities. We took this into account

when drawing up a plan of extracurricular activities for 2nd year of the experiment.

The students did not have enough business ethics skills and knowledge of business etiquette.

2-year of experimental teaching

In the second year of the experiment the groups remained the same. Given that, EG students had already formed a certain game culture, we used business games and problem situations developed during the identifying stage of the experiment specifically for 2nd year students. They were included in the course book for teaching students Business English "Language of foreign trade activity" M., 2001. Excerpts from it are given in Appendix 6.

The program of 2nd year for Business Communication Club was also incorporated the context of classroom activities – the topics of the Club meetings coincided and followed the topics of classroom activities.

All business games reflected the content of the students' future professional activities (negotiations, telephone conversations, business meetings, discussion of transactions, problem solving, and so on) and helped to master skills necessary for a qualified economist.

In CG the main attention was paid to traditional exercises.

For example, the theme "Choosing an overseas market" in CG was dealt with in a traditional way: introducing and consolidating new vocabulary, reading, translating and retelling the corresponding text from the course book, doing a series of exercises (substitution of prepositions, answers to questions, translation from Russian into English).

In EG after looking through the new vocabulary and the dialogue, students first were asked to act out the dialogue; then to make a dialogue between the same «businessmen», but a year later; and finally play a full-scale game on the topic: "Business expansion through entering into a foreign market was played".

Diagnostic test was held in the form of questioning every three classes.

Results are given in Table 7.

Table 7

Ability to develop and express opinions	69%	59%
Ability to answer problem questions	56%	40%
Ability to find unaided solutions	75 %	14%
Number of unconventional answers	68%	10%
Professional language proficiency		
Ability to use interdisciplinary connections	58%	7%
Correct use of professional vocabulary	56%	18%
Ability to find a professional and competent solution	64%	16%
Ability to discuss professional issues	62%	24%
Knowledge of professional ethics	68%	22%

We see obvious advantages of using game technologies in EG. Higher rates are explained not only by the acquisition of knowledge, but also by the greater concentration of students' attention and interest which they demonstrate in the course of the games.

In the second year of the experimental teaching we paid more attention to the development of business ethics among the students of EG. For this purpose, in addition to business games, students were given problem situations on business ethics. Many of these situations were taken from English course books [218, 226, 228, 233, 234, 241, 243, 245, 246, 247, 263 and others], as well as developed by the authors. Some of them were included in the course book "Language of foreign trade". For example, after studying the topic "Meeting with a potential customer", students were asked to think over and solve such a situation: On A business trip to a Third World country you see an interesting and unusual product which you are sure could be successfully

marketed in your own country at a price which would be both attractive to the consumer and profitable to you. When you visit the factory, which makes this product you find that the working conditions of the workforce are bad, and the pay rates are low. Should you make a contract with them?

We also continued to develop business etiquette skills and cross-cultural awareness. For example, students were given the task to prepare reports on business ethics and the differences in business behavior between representatives of different cultures using Internet and mass media. After that, a business game was held: guess who your interlocutor is. Students were given role cards, which indicated what country they were from. Then students did negotiations trying to imitate business behavior of a particular country. After the negotiations it was necessary to guess which country each student was from.

Students were also given tasks practicing cross-cultural awareness. For example, after studying the topic "Marketing" they were offered such a task:

Marketing problems

Western companies had problems selling refrigerators in Japan until they changed the design to make them quieter.

In Saudi Arabia newspaper adverts showed an attractive hostess serving champagne to happy passengers. Many passengers cancelled their flight reservations.

A soap powder advertisement had a picture of dirty clothes on the left, a box of soap in the middle and clean clothes on the right. The soap didn't sell well in the Middle East.

An airline company called itself Emu, after the Australian bird. But Australians didn't want to use the airline.

This task urged students to realize the importance of understanding national cultures peculiarities when being engaged in foreign economic activity. Problems of business ethics and business etiquette were further discussed at the Club meetings and became the theme of the student scientific conference held in April 2002.

Moreover, we wanted our business games in EG to reflect the current situation, for which purpose we used the latest media and Internet materials in the preparation of games (EG students searched and processed materials on their own). Since it is our

students who will continue the work on the economic recovery of Russia, we sought to encourage them to think about the problems of the country and their potential solutions. For example, we discussed the reasons for the 1998 default and ways of its prevention in the future. We also discussed the problems of low pensions and salaries of civil servants as well as difficulties of education, medicine and fundamental science. Students were active in putting forward interesting ideas, arguing, defending their points of view. Such discussions always aroused great interest, motivated students to speak. We believe that this practice contributes to the development of students' civic consciousness, awareness of the importance of their profession and nurtures their involvement in the problems of the country.

Thus, game technologies are of great educational importance, combining education and upbringing. Unfortunately, the upbringing component of the educational process is often ignored by university lecturers, as they seek to make accent on providing knowledge. That's why we sought to discuss all the materials of the course book (built on authentic British materials) with a view to specific problems of our country. After studying the material, we asked students the question: how are things with this problem in Russia? To answer it, students had to use knowledge in core subjects, media and Internet materials. The scene of one of the final business games on the topic was usually Russia. For example, after studying the topic "Choosing an Overseas Market" students were offered the following assignment: You run a firm in this country. Decide what you produce. You think it is high time to expand. Discuss this problem of penetrating an overseas market with your colleagues and work out your new business strategy.

Thus, in the second year of experimental teaching, we continued focused development of cognitive activity components of EG students through the use of game technologies in the classroom and in extracurricular activities.

Next, we present a table showing the development of operational - practical criteria (professional integrated skills, the ability to think on one's own) of cognitive activity. For measuring, we used the method of direct observation, which we applied at the beginning and in the course of experimental teaching. We provide the data collected at the end of the pilot teaching. The

measurement was carried out at the end of the academic year (May 2001) in the form of oral interviews and written assignments. The results are given in the following table.

Table 8

Characteristics of independent solution search		
	EG	CG
Ability to develop and express opinions	78%	60%
Ability to answer problem questions	84%	42%
Ability to find unaided solutions	82	13%
Number of unconventional answers	74	10%
Professional language proficiency		
Ability to use interdisciplinary connections	82%	11%
Correct use of professional vocabulary	88%	24%
Ability to find a professional and competent solution	82%	18%
Ability to discuss professional issues	Developed	Partially developed
Knowledge of professional ethics	87%	25%

During the second year of experimental teaching, there was an increase in the involvement of EG students in extracurricular activities. At the beginning of the experiment 5 EG students and 4 CG students wanted to participate in extracurricular work, at the end of 1 year this ratio was as follows: 7/3, at the end of 2nd year: 9/2, that is, more and more EG students took part in extracurricular work, which was quite the opposite in CG ..

The changes in the level of cognitive activity in the course of experimental teaching are shown in table 9.

Table 9

	Cognitive activity level %					
	High		Medium		Low	
	EG	CG	EG	CG	EG	CG
The beginning of the experiment	0	0	58,3	66,6	41,6	33,3
The end of the 1 st year	24,9	8,3	50	50	24,9	41,6
The end of the 2 nd year	50,1	8,3	41,6	58,4	8,3	33,3

The table shows that the trends identified in EG in the first year of experimental teaching remained valid in the second year. Within the two years, there occurred significant changes in the structure of cognitive activity of EG students. The number of students with high cognitive activity increased dramatically, they accounted for half of the group. The number of students with low cognitive activity decreased by 5 times and that with average cognitive activity by 1.4 times. In EG there is a clear tendency of an increase in the number of students with high cognitive activity with practically zero amount of low-level students. Within the same time, changes in CG were less perceptible, the number of students with high cognitive activity slightly increased, due to some reduction in the number of students with an average level, and the number of students with a low level has remained the same. At the end of experimental teaching, in EG in comparison with CG there was 6 times the number of students with a high level of cognitive activity, and 4 times less the number of students with a low level.

The indicators of cognitive activity at the end of 2nd year of the experiment are given in the form of histograms in Table 10. The number of students with different levels of cognitive activity is expressed as a percentage.

Here you see the changes of student's cognitive activity in EG and CG (the beginning of the experiment, the end of the first year and the end of the second year of experimental teaching).

Control group:

As we can see that changes in CG are minimal.

Experimental group:

The indicators in EG clearly demonstrate the growth of students with a high level of cognitive activity due to the corresponding reduction in the number of medium and low-level students.

To further verify the results of the experiment, we used the formula for calculating the coefficient of quality of learning (Q1) - and the coefficient of high quality of learning (Q2)

$$Q1 = \frac{N(5) + N(4)}{ZN} \times 100\%$$

$$Q2 = \frac{N(5)}{ZN} \times 100\%$$

Where N (5) is the number of students who got a grade of 5, N (4) – grade 4, ZN – total number of students in the group.

The obtained data are summarized in a table.

Table 10

	EG Q1/Q2	CG Q1/Q2
Entrance exam	66,6/16,6	75/25
1st year students	83,3/33,3	58,3/16,6
2 nd year students	91,6/58,3	50/8,3

Quite high results of entrance examinations are explained by the fact that applicants with unsatisfactory grades were not admitted to the University. Besides, the written form of entrance exams excludes the assessment of speaking skills. As a result, 1st year students often face difficulties in adapting to the system of teaching in higher education, which is quite different from the traditional school system. This leads to unsatisfactory academic

performance of a number of students in the first semester, especially in CG.

Examinations results of the 2nd year study showed that 91.6% of EG students received grades 4 and 5 and more than 50% - 5, in CG the coefficient of quality of learning is dropping - only half of the students received grades 4 and 5. However, it should be emphasized that examination grade can not reflect the level of cognitive activity development, it gives some quantitative characteristics, and can be considered only in conjunction with other indicators.

In addition to the above-mentioned methods of testing the effectiveness of experimental teaching at the end of the experiment, EG and CG students were asked first to redo the questionnaire, which they were offered at the beginning of the experiment and then do a questionnaire for the developing stage of the research (see Annex № 1). In most cases the attitude to English classes in EG has changed for the better, students highly appreciated business games. At the same time, the attitude of CG students to a foreign language has not changed.

Experimental teaching has also affected such an important form of extracurricular activities as student research work (SRW) (SRW includes doing research under the guidance of a teacher, writing articles and reporting on the results of research at scientific conferences). Further on we'll show the interdependence between students' cognitive activity development and their participation in research.

So, before the experiment only 1-2 students from each student group were ready to take part in scientific conferences. At the end of the 1st year of the experiment - 30% of EG students, and at the end of 2nd year of the experiment – 42% of EG students wished to participate, with the same number of 1-2 students in CG. Such activism of EG students is explained both by the increase in their cognitive activity, and by the fact that experimental teaching prepared them for reporting and discussing economic problems in a foreign language. Reports of EG students had some advantageous differences:

- reports were of more profound content, as students, having the skill of self-sufficient search of materials, used a lot of different sources;

- students used visual aids (tables, histograms and the like);
- students were competent in the material and ready to argue their point of view;
- students had a good command of public speaking techniques and professional vocabulary.

These advantages are due to the fact that in the classroom and extracurricular activities, EG students repeatedly practiced presentation and discussion skills.

Delayed stability control of the obtained results.

After analysis of results, the next important stage was to assess their stability as one of the main indicators of knowledge quality.

We carried out the so-called delayed control, that is, checking the results after a certain period. This stage allowed us to assess the long-term stability of both cognitive level development and the skills imparted in the process of experimental teaching.

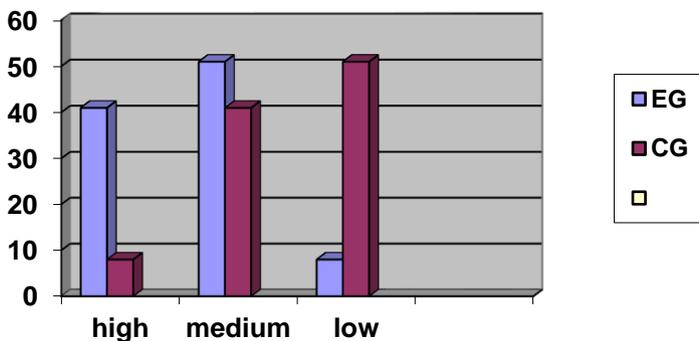
The tasks of delayed control were the following:

- to continue monitoring the students of EG and CG after the end of experimental teaching;
- to compare the indicators of cognitive activity in EG and CG in the further stages of teaching;
- to trace the professional career of EG and CG alumni.

At the end of the 3rd year we measured the level of cognitive activity in the former CG and EG.

They are given in graphical form. The number of students with different levels of cognitive activity is expressed as a percentage.

According to the curriculum there were no English classes in the 3rd year. CG students didn't display any interest in the further study of a foreign language, neither did they take part in scientific conferences. On the contrary, in EG, there was a steady interest in a foreign language and active participation in student scientific conferences and other extracurricular activities. Proficiency test conducted in 3rd year demonstrated that EG compared with CG students had better developed English language skills and showed a higher level of professional foreign language proficiency.



After the end of the experiment, students of our University were invited to participate in an international essay competition for young people on the topic – "Respect for life" (What is life. What is it - to respect your life. How can people live in harmony with each other? What you can do immediately and what you wish to do in the future). The essay had to be written in English and sent to Japan, where the results were summed up. Students of the former EG willingly responded to this offer and 5 of them (41%) submitted their essays. In other groups only 1-2 students per group (8-16%) volunteered. Certificates of participation are given in Appendix № 8.

Another method of delayed control was interviewing senior students of Russian State University of Economics (now – REU). It turned out that those students who attended classes aimed at developing cognitive activity were more successful in job interviews (repeatedly simulated in classroom games), part-time employment and adaptation to professional activity. They noted that language skills acquired in the course of quasi-professional activities were deeper than those obtained in traditional ways (learning new words, learning grammar rules, doing drilling exercises). We explain this by the fact that games simulating professional communication provided students with all the skills necessary for future efficient professional activity.

Findings

In the second chapter of our research we gave theoretical basis of pedagogical conditions of developing cognitive activity by means of game technology in teaching English for professional purposes and checked them during experimental work. We can make the following conclusions:

Game technology should be used in teaching a foreign language purposefully and systematically.

Game simulations will foster cognitive activity only if they are used continually and are included in the whole system of a foreign language teaching.

Games should be designed according to the students' future professional activity, applying interdisciplinary approach and using modern authentic material.

It is obligatory to connect the material studied at foreign language lessons with the content, which the students study at their core subjects.

Students should be taught how to participate in games.

Using games at the initial stage of high school education is difficult, as the students do not have game culture; they have not participated in business games in a foreign language. We recommend that game technology should be introduced gradually from simple simulations to full-length business games. Game technology can be used at different stages of a lesson – introducing new material, checking understanding.

To take the students' individual characteristics into account.

When the roles are distributed, the pairs/groups should include students with different levels of the language proficiency, leading roles should be taken in turns.

Contact teaching should be added by extracurricular activity.

Extracurricular activity has a number of advantages in comparison with contact academic hours. We connected our extracurricular activity with forming the students' professional competence. One of the main types of activity was a club. The program of the Club was based on interdisciplinary connections, took into account professional needs of our students and greatly enlarged the material studied at the lessons. Beside the club work we held theme events, staged mini-performances, visited exhibitions and involved our students into scientific research.

Each teacher should be competent in organizing games, be able to include game technology in educational process, be aware of potential difficulties and know how to overcome them.

Having studied the opportunities, which games provide in developing students' cognitive activity, we designed and applied business games in teaching a foreign language to the students specializing in economics. We mostly used games designed by the authors, as well as the games designed by the foreign authors for language learners and by domestic authors for economists.

To measure the efficiency of using game technology we developed criteria and indicators of students' cognitive activity level and technique how to measure it.

With the help of this technique, we measured the level of first year students' cognitive activity. The result was: most first year students have low and middle level of cognitive activity, which is not enough for higher education and has negative effect on the educational results.

We made a questionnaire survey to find out the attitude of teachers and students to game technology. The survey showed that most teachers and students look positively at using games at the lessons, but the games are not used regularly, without any particular system, are seldom connected with future profession. Game technology are insufficiently used at school.

The developing stage consisted of a targeted verification of the theoretical findings and covered a period of two years. We conducted pilot teaching of 1st and 2nd year students in EG, with traditional teaching in CG for comparison.

At the beginning of the experiment, the level of cognitive activity in EG and KG was approximately the same. During the experiment, we did interim evaluations, which showed the dynamics of the cognitive activity growth in EG.

The data collected during the two years of study showed that the number of students with a high level of cognitive activity in EG grew 6 times, while the number of students with a low level became 4 times less than in KG. Overall, in KG there was no particular change: the number of students with high cognitive activity increased slightly, mainly due to some reduction in the number of students with an average level, and the number of students with a low level remained the same. This allows us to

conclude that students who come to the University with low cognitive activity and are exposed to traditional teaching, remain almost at the same cognitive level during the whole period of education. On the contrary, the use of role-playing enhances the interest of students, increases their cognitive activity, and, consequently, improves the quality of knowledge.

Thus, experimental teaching confirmed the conclusions made during the theoretical analysis and at the identifying stage.

Delayed control of the stability of the results showed that a high level of cognitive activity is also maintained after the end of experimental teaching, EG students not only had better study results, but also were quicker at finding jobs in senior courses, were more adaptive to their professional activity. KG was marked with a decrease in cognitive activity in senior courses.

In general, we can conclude that the use of games and game situations in a foreign language classroom with students specializing in economics contributes to the formation of their cognitive activity, leads to the integration of learning a foreign language and a specialty, facilitates the solution to educational problems.

Conclusion

The purpose of our research was to study the issue of developing cognitive activity by means of game technology in foreign language classes and extracurricular activities designed for business and economic students, as well as to develop theoretical and practical recommendations for university professors and lecturers.

The expansion of international communication has reinforced the value of foreign language proficiency of economists. But the challenge of identifying ways and means to optimize the process of foreign language teaching is becoming particularly acute as foreign language at non-linguistic universities is studied only for 3 years. Thus, the students' cognitive activity provides an opportunity to intensify the process of future economists' professional training.

The theoretical study was focused on the ways and means of developing students' cognitive activity in general and

particularly of economic and business students. We found out that within a limited contact hours allocated to foreign language studies at Universities of Economics, successful learning and comprehension is not possible without a high cognitive activity level.

We considered activity as a qualitative characteristic of performance, cognitive activity as student's effective behaviour characterised by his commitment to learning and specific mental efforts affirmed with energy and willpower.

It should be noted that there are certain criteria and indicators of students' cognitive maturity as well as special procedures and methods contributing to cognitive activity boosting.

Our research examined game technology as an efficient way, method and form of cognitive activity development in the process of foreign language teaching and extracurricular activities at Universities of Economics as game technology in education offers great opportunities in building student's cognitive activity, improves the quality of acquired knowledge and optimizes the entire educational process.

We figured out that the application of game technology in professional training is designed to efficiently train a specialist ready for future professional decision-making process as games are of real help to simulate quasi-professional situations. This provides an opportunity to develop students' capacity to apply the language in typical professional situations, facilitates developing professional foreign language competence and forms students' economic thinking.

Quasi-professional situations enable students to realize the need for and the importance of mastering their foreign language skills for their future professional development. An extensive range of up-to-date authentic materials applied within extracurricular activities makes the curriculum content relevant and interesting for students. This reinforces higher school students' motivation and their interest in foreign language learning, which in turn improves the quality of knowledge mastering.

In addition to classroom tutorials, we paid special attention to various forms of extracurricular activities with economic and

business students, as the combination of classroom and extracurricular forms of activities leads to effective learning process of foreign language for professional purposes. Furthermore, this combination creates favourable conditions for further continuous foreign language learning at the undergraduate level once the classroom teaching is over.

We designed a programme of extracurricular activities. This programme not only supplements classroom teaching, but also creates opportunities for further foreign language learning for professional purposes.

In the process of our work, we used games designed by Russian and foreign authors adapted to the level of the group competence and students' professional needs as well as the games originally developed for the purpose of this curriculum. We consider that the application of highly student-oriented games in the higher school offers several advantages over ready-made games and contributes to the integration of foreign language learning into the process of professional training.

Based on the study results we can make the following recommendations to foreign language teachers of economic universities:

To apply game technology aimed at students' cognitive activity development.

To exploit games consistently, methodically, introducing them at different stages of the lesson.

To introduce game technology gradually, aimed at encouraging students to participate in a game.

To consider the students' individual characteristics, distributing the roles among them.

To simulate games and game situations on the quasi-professional basis.

Game content should be based on interdisciplinary connections; the core subject material can be introduced into the game only after it has been studied by the students in the course of the core subjects.

Game situations should be adjusted to the real current trends, and it is necessary to exploit current authentic media and Internet materials.

The game process should be divided into three stages: preparation, implementation, analysis.

Originally developed games based on students' needs and capabilities should be preferred. Ready-made games should be adapted and tailored to a particular environment.

Classroom activities should be supplemented by extracurricular ones, designing integrated educational syllabus.

Extracurricular activity should be developed in such a way that provides undergraduate students with better opportunities for further continuous foreign language learning once the classroom training is over.

It is essential to be aware of advantages provided by game technology, take into consideration possible difficulties encountered in the process of its application and to be able to overcome them.

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APPENDICES

APPENDIX 1. Questionnaires used in the process of experiential training.

Questionnaire 1. For first-year students (to identify factors that impact career choice).

1. Faculty, year of study, group.

2. Specify the degree of your awareness about future profession prior University:

a. low

b. high

Give some details.

3. Have you ever had any professional experience?

a. yes

b. no

Specify your experience.

4. Do you consider your career choice deliberate one?

a. yes

b. no

5. What has influenced your career choice? (Specify the incentives)

6. What is your attitude to your future professional activities?

a. interested

b. indifferent

c. not sure

7. What is the impact of higher education on the development of your professional interests?

a. positive

b. negative

c. not sure

8. How can proficiency in a foreign language be useful for your future professional activity?

Questionnaire 2. For the first-year students. To identify the experience of participation in games in foreign language and the attitude towards this type of activity.

1. Faculty, year of study, group.

2. Where did you study English?

3. Have you ever taken part in the games in foreign language classes?

a. yes

b. no

questions for those who answer yes

4. How often were games conducted in foreign language classes?

a. regularly

b. infrequently

5. Did you like to participate in games?

a. yes

b. no

(Why?)

6. Indicate at what stages of the lessons the games were conducted

- explanation of the new material

- material consolidation

- knowledge assessment (test)

7. Do you find it advisable to apply game technologies in foreign language classes?

a. yes

b. no

c. not sure

Questionnaire 3. FOR STUDENTS. To identify the level of cognitive activity.

1. Faculty, year of study, group.

2. Your grade in English

3. How do you assess your level of foreign language proficiency?

a. upper-intermediate – I can keep a continuous conversation freely and understand a partner.

b. intermediate – I am able to keep a simple conversation

c. elementary – I understand a partner with difficulties, I can hardly carry on a conversation.

4. Why do you attend English classes?

a. English is essential for my future profession.

b. it is a compulsory subject, I don't want any troubles.

c. attend irregularly

5. Do you need English in your future professional activity?

a. yes

b. no

c. not sure

6. Do you do your teacher's assignments on a regular basis?

a. on ahead of schedule

b. on schedule

c.

irregularly

7. What is your attitude to the content of the English language syllabus?

a. the content is interesting, if it relates to future profession

b. I don't really care about the syllabus

8. Do you read additional material on the subject?

a. regularly

b. if it is assigned

c. no

9. How do you cope with the difficulties encountered in foreign language learning?

a. on self-directed basis

b. take extra classes when required

c. other (specify)

10. Would you like to participate in English extracurricular activities?

a. yes

b. yes, if it improves the grade

c. no

11. Would you attend foreign language classes, if attendance was optional?

a. yes b. sometimes c. no d. under certain circumstances (specify)

Questionnaire 4. FOR STUDENTS.

1. Faculty, year of study, group.

2. Do foreign language classes at the University influence you professional interests and needs?

a. yes b. no c. not sure

3. What types of classroom activities do you find particularly interesting?

- - reading and translating professional texts;
- - retelling;
- - vocabulary exercises;
- - brainstorming session and problem solving in teams;
- - written assignments;
- - listening;
- - role-plays;
- - other activities (specify)

4. What attracts you to these activities?

5. Does the English language curriculum content contribute to mastering professional communication skills?

a. yes b. no c. not always

6. What would you like to change in English language classes?

Give your recommendations.

Questionnaire 5. FOR TEACHERS.

1. Indicate your qualification and your work experience in the given qualification/university.

2. Do you find any difficulties in organizing students' cognitive activity in the process of foreign language training?

- a. yes b. no c. sometimes

3. What types of activities are of interest to students?

- - reading and translating professional texts;
- - retelling;
- - vocabulary exercises;
- - brainstorming session and problem solving in teams;
- - written assignments;
- - listening;
- - role-plays;
- - other activities (specify)

4. Describe typical situations in a classroom where students are most active, and the maximum number of students are participating in speech activity.

5. Do these situations relate to their professional interests?

- a. yes b. no c. sometimes

6. Do you use game technology in your practice of foreign language teaching?

- a. regularly b. infrequently c. never

7. What types of games do you use in your practice?

Lexical and grammatical

Social

Business and professional

Others (specify)

8. What materials/sources do you use preparing for game activities?

• Ready-made sets of games developed by domestic and foreign authors

• Your own original developments

• Original developments of your colleagues

9. How do you select games:

• - according to grammatical set

• - according to vocabulary set

• - simulating every-day situations

• - simulating quasi-professional situations

• - other (specify)

10. Do you find any difficulties in organizing role-plays?

a. yes

b. no

if 'yes' - specify the stage

a. preparation

b. running

c. discussion

(specify the nature of the difficulties)

11. Have you ever noticed any changes in students' attitude towards foreign language classes after introduction of role-play activities?

If yes, specify the changes.

12. Do you find it possible and essential to develop a set of business games by the teachers of foreign language department aimed at developing students' cognitive and professional interests?

Questionnaire 6. FOR STUDENTS participating in the business game.

1. Was it interesting for you to participate in a game?

2. Was the game content interesting? Was it relevant?

3. Are you going to make use of experience gained in this business game for your future professional activity?

4. What purpose did you strive to achieve above all?

- - role playing (to win, to perform well)
- - real (to get experience in negotiating skills in English: negotiating a deal, a telephone conversation in English and so on).

- - both role playing and real

Did you manage to achieve your purposes?

5. Was it easy for you to get into your role?

6. Was it easy for you to obey the rules of the game?

Were you under psychological pressure or you accepted the rules of the game immediately?

7. How do you assess your abilities to use foreign language in real life:

- - lack of particular words and expression
- - lack of grammatical skills, so it was difficult for you to express your thoughts correctly

- - sometimes you can't understand your partners
- - sometimes your partners can't understand you correctly
- - you are able to carry out this type of activity effectively in a foreign language

8. What is a business game in the learning process?

- An interesting type of activity providing an opportunity to relax;

- A tool to test your knowledge;
- An activity encouraging you to determine your weaknesses individually or with the teacher's assistance;

- Practice of foreign language in quasi-professional situations and possibility to fill knowledge gaps

9. How often are role-plays run in your group?

a. regularly

b. infrequently

c. hardly ever

10. Do you consider a role-play should be undertaken on a more regular basis? Why?

Questionnaire 7. FOR TEACHERS involved in organizing the business game.

1. Is it necessary to use game technology in the educational process?

2. Did the students participate actively in the business game?

3. Was the game content interesting for students?

4. How easy was it for you to prepare students for the game?

5. Were you forced to manage the game and to make adjustments or the students coped with the task themselves?

6. Did the game follow a pattern, or the situation got out of control?

7. Were students able to speak English throughout the entire procedure?

8. How did you discuss the game results?

9. Are you satisfied with the students' language skills?

10. Provide the conclusions you drew from the procedure.

11. What is a business game in the learning/teaching process?

- A tool to test students' knowledge;

- A tool to make classroom activities more interesting

- An activity stimulating students' cognitive activity;

- A possibility to entertain students and to kill time.

- 12. Are you going to use business games/role plays in your further practice?

Questionnaire 8. FOR STUDENTS.

1. Faculty, year of study, group.

2. Has your attitude to learning a foreign language changed at the end of the year? Describe your attitude at the beginning of the academic year and at the end?

The beginning of the academic year

a. positive

b. negative

c. not sure

12. What results from the point of your language knowledge are you expecting to get from our activities?

Questionnaire for the Business Communication Club members (interim result)

1. How long have you been a member?
2. Have you visited all the meetings?
 - a. yes
 - b. no (explain the reasons)
3. Are you going to participate in the future?
 - a. yes
 - b.no
4. Why do you come here:
 - -you like communicating with other members,
 - -your English is improving,
 - -other reasons (write which one(s))
5. Has your knowledge of English improved:
 - a. yes
 - b. no
 - c. difficult to say
6. Do the Club meetings help you at your English lessons?
 - A. yes
 - b.no
 - c. difficult to say
7. What would you like to change in the work of our Club?

Mini-questionnaire (filled in after each session)

Your impressions of the meeting.

Did you take part in preparing it? What did you do?

Did you participate in the meeting? How?

What went wrong during the meeting?

What do you think can be useful for you in your future job?

Your suggestions for the future meetings.

APPENDIX 2. The model training programme of extracurricular activities for future economists.

1. Business Communication Club session - twice a month
2. Visits to exhibitions and trade shows (Expocentre and so on) - in the course of the events.
3. Extracurricular reading of up-to-date authentic media and Internet materials and discussion sessions
4. Arrangement of thematic meetings and 'round table' sessions - once/twice a year
5. Students' scientific research activities - selection, review and analyses of English sources on the issues proposed by the professorial chair - over the year. Drafting reports, presentation and speech preparation for the English language sections of annual scientific and practical conferences - once a year.
6. Organization of humour events and mini-plays in English - once a year.
7. Meetings with leading foreign economists - once/twice a year.
8. Economic projects and their presentation in English.

APPENDIX 3. The model programme for Business Communication Club

Business Communication Club

Business Communication Club is set up to provide opportunities to the students of different faculties to apply their theoretical and practical English skills in quasi-real situations in a relaxed atmosphere. Business Communication Club sessions are designed to run business games in English, simulate quasi-real situations which can emerge in students' future professional activities, for instance:

- Business negotiations and conferences;
- Job interviews;
- Product presentations;
- Customer service;
- Dispute and conflict resolution;
- Business telephone negotiations.

In conducting club sessions, crucial attention is paid to self-directed learning which includes making reports, preparing for role-plays, generating interdisciplinary materials, suggesting sessions' profiles and frames and co-preparation for them.

As in the course of future professional activity students will be involved in cross-cultural communication it is supposed to analyze the problems of cross-cultural understanding and related business culture, business ethics and business etiquette issues.

To make students aware of the new reality of the global economy, historical processes and culture of the English-speaking countries, cross-cultural material is used throughout Club sessions. Students prepare their reports and presentations with the follow-up discussion, mini-conferences on the topics proposed by the teacher or the students.

Foreign economists are invited to club sessions to discuss issues of the day which may be of students' special interest and directly associated with their future professional activities.

Business Communication Club provides the following opportunities:

- To put language into practice by means of simulating quasi-professional situations;
- To enhance and master vocabulary and grammatical accuracy based on the material studied within the classroom setting;
- To train students to handle primary sources of information and authentic materials individually;

- To break through the language barrier encountered in the process of traditional education;
- To apply interdisciplinary connections;
- To foster interest to foreign language learning;
- To provide students with the opportunity to check their ability to use language skills in real life;

- To enhance the teaching impact;

- To create emotionally-comfortable environment and to unleash students' best qualities and personality traits;
- To continue foreign language learning in the last years of study when the classroom training is over.

Illustrative list of materials.

1/ Mark Ellis, Christine Johnson. Teaching Business English. Oxford University Press.

2/ Jenny Mawer, Business Games. Language Teaching Publications.

3/ Hollett, V.1991 Business Objectives. Oxford University Press.

4/ Mole, J.1990. Mind your Manners. London: Industrial Society Press.

5/ Mulligun, J.1988. The Personal Management Hangbook. London: Warner.

6/ Khoroshilova T.B. Pedagogicheskij klub kak sredstvo professional`no- lichnostnoj podgotovki i razvitiya uchitelya. In-t povy`sh. kvalifikacii i perepod. rab. nar. obr. M. obl. M, 1997

7/ Glikman I.Z. Klub starsheklassnikov kak sredstvo vospitaniya. Pedagogika №5, 1999, str. 39-42

8/ Dobrovich V.A., Degtyar` I.G. Ob ispol`zovanii rolevoj igry` v rabote kluba stranovedeniya / I/ya v shkole - 1988 - 2 - str. 69-71

9/ Internet and media sourcts

10/ Original developments and recommendations of Foreign language Department teachers.

Club session formats - quizzes, contests, reports, business games, round table discussions.

Topics for club discussions and role-plays.

1. Discussing current economic and political problems of Russia and foreign countries

2. Different positions and job titlers in business

3. Business responsibilities

4. Job interview

5. Working in a team

6. Business trips

7. Telephone talks

8. Meeting with a client

9. Discussing a deal

10. Advertising your goods

11. Raising capital

12. Dealing with problems:

- Staffing problems
- Environmental problems
- Transport problems
- Falling sales
- Unsatisfactory working conditions

13. Business ethics

14. Business etiquette

15. Cross-cultural awareness

The second year of Club operations

1. Discussing current economic and political problems of Russia and foreign countries

2. Choosing an overseas market.

3. Protecting your market share

4. Meeting with a potential client.

5. Clinching a deal.

6. Export-import documentation.

7. Methods of payment.

8. Insurance

9. Marketing

10. Presentation of your goods

11. An agency contract.

12. Conferences

13. Business ethics

14. Business etiquette

15. Cross-cultural awareness

APPENDIX 4. Scenario of Club meeting on the problem of business ethics and business etiquette

Business Communication Club session, dedicated to business ethics and business etiquette problems.

Goal: Building cross-cultural understanding and business ethics awareness.

Objectives:

1. Practical:

- oral training of professional vocabulary;
- mastering business etiquette.

2. Educational:

- introducing cultural differences in behaviour;
- developing professional approach to ethical issues

3. Pedagogical:

• Fostering tolerance to people of different cultural background;

- Developing principles of business ethics.

4. Competency based:

• developing professional skills: summarizing and structuring discussion material, drawing conclusions, having strong views, being attentive to other people.

Before the session students were assigned to study the text 'A World Guide to Good Manners. How not to behave badly abroad.' from the course book New Headway Intermediate, and to be prepared to discuss business ethics and business etiquettes issues.

The session started with the discussion of the text issues, students shared their cross-cultural communication experience.

Next, students were shown a clip from the video course 'Starting Business English' and were asked to differentiate business behaviour stereotypes in Russia and the UK.

Then, the business game was held: each student got a role card with the 'country of the student's origin' and the student's role for the business meeting. Based on the session material, they had

to think about the representative's behavior in accordance with particular cultural stereotypes and to simulate this behavior pattern during the meeting.

Then students played out the situations, and other students had to guess which countries were represented at the meeting. At the end of the game, they had to explain and justify the reasons for their behaviour during the meeting. Some students shared their experience in cross-cultural communication.

Having discussed business etiquette problems, we turned to the next point of our session, we considered some issues of business ethics.

One of the students prepared a mini-report focused on the ethics-related issues in business which was presented to other students and they discussed it.

Then, students had to solve some range of ethical business concerns in mini-groups. The situations were borrowed from the book J. Mawer "Busuness Games".

Example:

Exploiting Cheap Labour.

On a business trip to a Third World country you see an interesting and unusual product which you are sure could be successfully marketed in your own country at a price which would be both attractive to the consumer and profitable for you. When you visit the factory, which makes this product you find that the working conditions of the workforce are bad and the pay rates low. Should you make a contract with them?

Bribery.

You are a law officer investigating a case of bribery. During your investigation you find that a few years ago one of the suspects was very friendly with your son. Your son has recently set up his own business and it is developing well. You are told that if the suspect is put on trial, either by you or anyone else, then your son's business will be ruined, and he will never be able to have his own business again.

What could you do and what would you decide to do?

Working together in mini-groups, students discussed the case and one of the representatives of the group highlighted the problem and its solution. Other students expressed their comments which sometimes were critical. Some students tried to imagine and think how this problem could be addressed if it arose in our country.

At the close of the meeting students were offered to discuss real issues of business ethics in our country. Students made their suggestions on the dilemmas and discussed what had gone wrong.

APPENDIX 5. Scenario of the Club meeting on the topic: Russia and the problem of global terrorism

Business Communication Club script. Topic: Russia and threat of global terrorism.

Goal: Building group discussion skills in the format of debate.

Objectives:

1. Practical

- oral training of political, economic and professional vocabulary;
- mastering conversational etiquette.

2. Educational:

- provide students with diametrically opposed approaches to addressing global challenges (liberal and radical);
- develop professional approach to political concerns, the skill to identify economic causes and consequences of current process.

3. Pedagogical:

- To develop dispute culture;
- To foster tolerance;
- To form concern with current situations.

4. Competency based:

- summarizing and structuring discussion material, drawing conclusions, having strong views, being responsive to other people.

Session study materials: photo collage (Internet sources); badges with political parties names, newspaper clippings and Internet materials on the topic 'International Terrorism', dictionaries (Russian-English, English thesaurus, encyclopaedic).

- Preliminary tasks: the task for all students - to be prepared for the dispute (media and Internet sources); the task for group leaders - to prepare opening speech about the party, two

representatives of the party had to prepare photo collage on the topic 'The Challengers of the 21 Century', the chair of the meeting had to prepare introduction, and the rest of the students had to develop their own agenda (taking into account parties' priorities).

- At the beginning of the session the chairman introduced the issue in question, presented the photo collage to the students and suggested the following issues to be discussed: What are the challengers for Russia in particular? Which are demanding most of our attention nowadays?

- After that, the dispute participants articulated the core threats that Russia is facing in the 21 century. The results of the discussion were put on the board. The chairperson concluded the discussion closing the debate.

- Then, the party leaders spoke. In introduction they defined their approach (radical or liberal) to the global challenges within the context of political-economic situation in Russia and answered the participants' questions (e.g. they were interested in the origin of radical and liberal approaches and etc.).

Following party leaders' presentation, the chairperson suggested adopting the agenda. Based on the preliminary tasks the students discussed the pre-arranged agendas in mini-groups, chose the best item options and the agenda was adopted.

Following the items on the agenda the further discussion was held in limited time frames. The time allotted to the discussion of each issue was limited up to 4-5 minutes. The representatives of political parties commented within the frameworks of their party concept.

Some students found it difficult because sometimes they didn't share their party's position. Conceptual arrangements were obtained under each agenda item. In addition, these arrangements were put on the board in the form of action minutes. In the process of the discussion the draft resolution was produced on the topical problem 'Russia and global terrorism'.

Then, the chairperson gave a brief overview of the debate and proceeded to vote on each paragraph of the resolution. Consequently, the final version of the draft resolution stating students' views on global emerging issues was adapted.

The debate was lively and was guided by a spirit of openness and commitment. All the participants showed enthusiasm regardless of their language proficiency. Actually, the main distinction between students of different English proficiency levels was in their language fluency, the length of the speech and speech mistakes. Nevertheless, students' desire to be real participants in the discussion motivated them to make substantial contribution into the dispute holding the discussion going. Sometimes it was difficult to comply with the time limits and to arrive at consensus with the representatives of various political beliefs. However, liberal concept prevailed according to which it was decided to continue the consideration of this topic at the following session and to assess anti-terrorism efforts of the various Governments.

APPENDIX 6. Business Game ‘Bank loan’ (original development)

Goal:

- To build group discussion skills in the dispute format, to elaborate and take collaborative economic decision;
- To build economic forecasting and analytical skills;
- To test students’ negotiating skills in bank lending.

Objectives:

1. Practical

- oral mastering of economic vocabulary;
- putting into practice theoretical interdisciplinary knowledge.

2. Educational:

- to develop a professional approach to economic problems.

3. Pedagogical:

- to instil dispute culture;
- to foster economic thinking.

4. Competency based:

- developing professional skills such as summarizing and structuring discussion material, drawing conclusions, having strong views, being responsive to other people.

The syllabus of the second half of the academic year covers such discipline as ‘Banking’, so the aspect of bank lending is familiar to the students. Before the session students had read, translated and discussed a significant number of articles focused on different aspects of banking such as bank organization, bank services, bank deposits, bank lending. The game takes place in closing session on this topic and it is a final roundup activity.

Before the session students are provided with an assignment to revise the previous units’ material.

The seminar starts with the introduction of the goals and the whole procedure of the game (10) minutes.

The students are divided into three groups. Each group has its own tasks.

The first group - bank employees. Their task is to work out a credit granting strategy in a given bank. The main concerns are: if there is any sense to grant loans; loan collateral; types of loan debtors (individuals, legal entities, small and medium enterprises, large business); loan interest; leasing and its terms.

The second and the first groups - the task is to set up their own company and to take a bank loan for financing. These groups have to develop their own position on the following: whether to take a loan; the terms of the loan; the type of collateral; the necessity of leasing. Then they have to draw a business plan.

The game starts with the group discussion on the given issues. Discussion results are recorded (20 minutes). Then the companies' representatives discuss the outcome with the representatives of the bank (10 minutes). The bank representatives' challenge is to grant loan to one company and to provide a justified refusal to another group.

After the game, the discussion of the whole process is held. First of all, students give their comments on positive and negative moments of the activity, they think what could have been done in another way (10 minutes). The final feedback is given by the teacher, who hasn't been interfering into the game, but has made necessary notes during it (10 minutes).

APPENDIX 7. Business game ‘Making money’ (original development)

Task. Work in pairs. You and your partner have decided to join together to find a new way of making money (one that is different from your present occupation). Working together, decide what you are going to do. Work out as many details as you can. Now form new pairs. Interview each other about what you are planning to do. Writing: write a paragraph, explaining what you and your partner are planning to do to make money.

Let us consider the process of the game according to the game stages.

First of all, it was necessary to define the role of the game in the learning process - at the stage of mastering grammar skills. Students' competence was determined by the fact that the given grammar material was studied by students beforehand. Irreplaceability of the game was due to the fact that mastering language skills and learning material is possible only in activity (in this particular case - oral speech activity). This form of classroom activity has undeniable advantages as compared to conventional forms of academic progress assessment such as tests, gap filling exercises, translations and so on.

In addition to knowledge assessment this activity provides a solid base for further learning, students get an opportunity to acquire fluency in a foreign language and confidence at the given stage. The situations when students will be involved in business negotiations discussing their future plans with their partners are quite real. It is well known that to make students acquire any grammar or vocabulary phenomenon and to transform their passive knowledge into active skill it is necessary to use it over and over again in their speech depending on the complexity of this phenomenon. In the professional context the given game situation provides students with an opportunity to discuss different options of setting up their own business, and to apply some professionally related vocabulary. But it is worth pointing out that the given situation was applied in the first stage of the curriculum and it was intended to prepare students to the business game activity.

Furthermore, the game was of great educational importance - it helped students to acquire a skill of joint decision making process, making concessions and respecting the partner's views. The game content was relevant in the context of students' professional ambitions, as many of them think about their future career opportunities, about different ways of earning money, and how to apply the acquired knowledge and skills in their future. So, the students were enthusiastic about participating in this game.

The goals and the objectives of the game were clarified to students (to master grammar, to attempt to apply their professional knowledge and skills in the process of making money, to make joint decision satisfactory to both sides, and to share their plans for the future with another pair).

The participants were divided into pairs according to the language level (upper-intermediate & intermediate). The activity was divided into 2 stages: the first stage - oral, 15 minutes, and the second stage - written home task 10 minutes. The students were informed about the content of the game, problem (to make money using their professional knowledge), and the whole procedure of the game.

Then the game was conducted. The results of the activity were largely positive; the students coped with the task within the limited time frames. Only one pair of students missed the time limits and was not able to reach an agreement about their future business. Some participants made several grammar mistakes, but their partners gave them necessary support, showing controlled use of grammar and organizational language patterns.

The results were analyzed after the game. We didn't interfere into the course of the game but monitored and kept track of the students' mistakes. It was essential to praise students, as almost all of them coped with the task. They were actively involved in the whole process of the game. They were really interested in some of the ideas of their 'business partners'. There was only one thing for teachers to prevent too heated discussion and to keep students from speaking Russian. Then we drew students' attention to the language aspects especially to different

ways of referring to the future in English, to the mistakes they had made and identified their opinion about the game. Students were satisfied with the content and the procedure of the game; they had an opportunity to use verbal communication and grammar patterns in a quite real situation. Following the discussion of the grammar mistakes students were provided with the written assignment which proved their high-degree of language proficiency at this learning stage, regardless of their precious academic achievements.

APPENDIX 8. Fragments of a textbook with professional-oriented problems and business games

Different business topics and role-plays for them.

Choosing an Overseas Market

1. You run a firm in this country. Decide what you produce. You think it's high time to expand.

Discuss this problem with your colleagues and work out your new business strategy.

Meeting with a Potential Customer

1. Mr Johnston is visiting a factory in Bulgaria. They are using some machines produced by Textafabrik. Mr. Johnston is interested in the machines and gets some information about them and their producers.

A: You are showing your potential customer round your factory. You don't want him/her to see some machines. Try to talk him out of visiting the shop and speaking to the shop-floor workers.

B: You are visiting a factory which produces machines you are interested in. Try to find as much information about them as possible, and see the machines in operation.

Clinching a Deal

1. Your partner is going to sell his company's product abroad, but he doesn't know much about the terms of delivery and methods of payment used in foreign trade. Give him the information he needs and help him to choose the most suitable ones.

2. Textafabrik and the large textile group, represented by Mr. Johnston, have been trading successfully for some time. Now they negotiate possible changes in the terms of delivery and methods of payment.

Export-Import Documentation

1. Your task is to transport some dangerous cargo from Lipetsk (the RF) to East London (South Africa). Speak on the phone with a representative of the Freight Forwarding Agency and discuss any problems you have with filling in the forms and other formalities.

2. You sell your product abroad, but you have some problems with the Customs. Discuss them with your colleague and find the way(s) out.

Methods of Payment

1. You have been trading with a rather reliable partner for some time. Now he is facing certain financial difficulties. Decide with your colleagues if you are going to change the method of payment or not.

Insurance

1. Your consignment has been damaged beyond repair. Telephone your supplier and settle the problem.

Marketing

1. Discuss with your colleagues different methods of selling your goods abroad. Listen to their ideas and choose the best.

2. You have applied for the position of an agent distributing goods of a large company. Now you are having a job interview.

An Agency Contract

1. A is a producer, B works for an import agency. They signed an agency contract some time ago.

A: You are not satisfied with your agent's sales performance and you have had dozens of complaints from customers. Discuss the problem with you agent and try to terminate the contract if necessary.

B: You realise that the sales were below the target, but it is not only your fault. Explain it to your partner and try your best in order not to terminate the contract.

Buying Goods

1. You are a careful consumer, but you friend is not. You both are going to buy a washing machine and he/she doesn't want to spend a lot of time on it. Try to persuade him/her.

2. You failed to convince your friend to make some necessary steps before buying the washing machine. Now he/she is facing some problems. Discuss them.