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BUSINESS GAME AS THE METHOD OF FOREIGN LANGUAGE TEACHING FUTURE FACTORS

Proficiency in a foreign language for professional communication is an important condition for the competitiveness of a specialist in the labor market.

A lot of time people who teach business English have core text books that they need to stick to, but the learning process can be made a little bit easier by adding in a few extra activities. It will keep the students' attention focused and as well as this, it will also allow them to relax. Whether it is a warmer, something to fill the gap or a relaxing activity at the end.

Among the various active methods used in educational practice, I want to highlight a business game, because it activates mental activity and develops the creative abilities of future economists.

The purpose of this article is to highlight the peculiarities of the use of business games in the process of learning a foreign language at an institution of higher learning.

The purpose of a business game is a specific activity, for example, mastering skills and abilities of foreign language communication in a certain professional context.

The training of specialists in non-language faculties of higher educational institutions is to develop such communicative skills that would allow them to carry out professional contacts in a foreign language in various spheres and situations [2, 75]. Accordingly, a foreign language for a specialist of this kind is an instrument of

production and this requires a fundamental and versatile preparation for language learning.

In business games, based on the game plan[3, 17], life situations are modeled, the game gives the participant the opportunity to be in the role of manager, banker, accountant, etc., which brings the learning closer to reality, requiring students to engage in interaction, creativity and initiative. Analyzing the principles of developing and applying business games in the educational process of universities, we can conclude that business games help economists students develop the following qualities necessary for future work as:

- ability to work in a team;
- the ability to assume responsibility in solving various issues;
- the ability to take the initiative;
- the ability to identify problems and seek ways to resolve them;
- the ability to analyze new situations and apply existing knowledge to analyze them;
- ability to develop mutual understanding between the participants of the game.

Creating situations in a business game helps to form the following types of language competencies [1, 12]:

- functional (ability to use a language depending on the context (situation) communication with a certain purpose (requesting information, giving instructions, agreement or refutation, apology, etc.);
- compensatory (ability to get out of a situation in the absence of linguistic means when receiving and transmitting information);
- translation (readiness and ability in the process of conducting business negotiations to convey the information received in oral and written form.

It should be noted that educational games use not only the game method as such [4, 22]. During the game, you can apply group and individual work, joint discussion, conduct testing, surveys and «brainstorming», create role situations. In other words, the game organically combines and allows you to use different methods.

The success of a business game depends, first of all, on the precise modeling of elements as a content plan, and an expression plan.

The business game is based, above all, on the interaction of the teacher and the group of listeners. And in order to create the atmosphere necessary for the successful training of professional communication in a foreign language, the teacher must not only know his subject well, but also not be afraid to show his incompetence in the specialty, those who study, listen to their thoughts, try to improve with the collected information the process of learning professional communication in a foreign language.

These are the main features of the method of business games that ensure the success of its implementation. It should be emphasized that, although the process of a business game is a modeling of professional activity in its substantive and social aspects, it remains a pedagogical process aimed at achieving the goals of education and upbringing. Participating in these forms of educational work, the student acquires knowledge in the real process of preparation and decision-making.

In connection with this, more and more widely used in the educational process of higher educational institutions are active methods of training, which involve the implementation of specific situations, role-playing and business games that create conditions for creativity, to study creativity.

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INNOVATIONS IN ENGLISH LANGUAGE TEACHING AND LEARNING

In today's modern world, technology has an ever-changing effect on many things – and this includes English language learning and teaching. Computers have become extremely valuable teaching tools and have opened up a whole new world of online learning. Some of the most effective educational establishments are using dynamic digital tools such as **elearning software** alongside more traditional classroom practices to create blended learning models.

Blended learning is a formal education program in which a student learns at least in part through online learning with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home. The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. When designed and implemented appropriately, blended learning supports some degree of personalized learning (O'Byrne & Pytash, 2015). Blended learning embraces the use of online environments to offer complementary learning experiences that allow face-to-face time and space to be used more efficiently and effectively (Garrison & Vaughan, 2008; Glazer, 2011; Hoffman, 2006; Johnson et al., 2015; McGee & Reis, 2012; Murphy et. al., 2014; O'Byrne & Pytash, 2015).

The challenge for teachers is learning how to design and implement an effective blended learning course that is both efficient and effective. Teacher preparation programs have the opportunity and obligation to meet this challenge by