UDC 371.3:81'243
EFFECTIVNES OF USING SITUATIONAL GAMES IN TEACHING BUSINESS COMMUNICATION

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This article based on the role of using games in teaching Business communication. Using games in teaching vocabulary skills develops habits and skills of dialogue speech, promotes students' speaking initiatives and enhances the natural communicative orientation of the lesson. Playing games students involuntary memorize new lexical and grammar material. Thus using games in foreign language teaching is one of the most effective ways that provide students with speaking opportunities and at the same time, motivate them. In this article the importance of Business communication, features, types of Business communication, effectiveness of using games in teaching and list of situational games in teaching Business communication is discussed.

The problem of communication between people was relevant at all stages of development of society. It remains relevant in our difficult time. Therefore, modern standards of both school and higher education pay special attention to the formation of communicative competences of students. The communicative function of communication is manifested in the exchange of information between people. Moreover, there is not just its transfer / acceptance, but the development of a common sense, which means that the process of communication includes both activity and communication, and knowledge – in unity. Communication is impossible without your own thoughts, feelings, experiences, actions. Kant urged: Sapere aude! - Have the courage to use your own mind! And the President of the world's largest aircraft company, Lee Iacocca, stressed that "the only way to set people up for vigorous activity is to communicate with them." Currently, English has become the language of international communication, primarily due to the rapid development of high technologies and computerization of all spheres of human activity, and English language proficiency at the business level is an integral part of the requirements for a promising employee and successful career advancement. Business English covers the most important areas of professional communication – world science and international documentary studies, ethics of behavior in various situations, business correspondence, meetings, negotiations, interviewing techniques, interviews and much more. Without a doubt, each individual professional field has its own business vocabulary and written language, standardization of linguistic actions.

The features of business English include:
-        the use of specific business vocabulary;
-        formalization of styles of oral and written speech;
-        ability to use clichés;
-        protocol of many genres, negotiations, business letters, etc.

Knowing the specifics of business English, it is easy to recognize the various nuances in situations arising in the process of business communication, and use the correct grammatical structure and vocabulary in their statements. For example, when communicating with clients or making a presentation, instead of the usual for everyday English "make", you can introduce more professional words such as "create, build, produce, develop, manufacture" based on the context. For example, instead I want to tell you would be more appropriate I want to inform you, etc.

Types of Business Communication

Depending on every particular enterprise, several business communication methods have been implemented. These methods share some common patterns, but they come with different styles of delivering the information. The most common types of business communication are:

- Verbal

This is the oldest form of business communication, but it still remains popular. This interaction method includes live meetings, face-to-face interviews, personal task assignments, and some other related methods. There are some people who consider verbal communication as the best form of business communication, because of its simplicity and its direct interaction between the participants. The human interaction allows the manager to observe its team and to examine any form of nonverbal communication. On a negative note, verbal communication is highly dependent on the physical presence of all participants, and sometimes, this can be hard to achieve. Verbal communication often leads to misunderstandings, and the participants tend to forget or misinterpret some of the debated issues. That's why, when it comes to sensitive topics, many team-leaders use another form of business communication.

- Written

Written communication is considered to be more concise and more explanatory. It consists of formal letters, official memos, posters, flyers, and everything that comes written on a paper. Written business communication is also used for more complicated assignments, where some additional instructions are necessary. The technical departments are often using this form of interaction, to exchange clear information, with no room for error. Also, it is used for any legal situation, like formal notices and labor contracts. Still, written business communication is considered by many entrepreneurs an obsolete method, and it's mostly being used for legal situations. The technological progress granted us a new communication method, which seems to stand above all.

- Electronic (Online Communication)

Electronic communication is no longer at its experimental status, and it's soon expected to become a standard when it comes to business interaction. Despite other forms of business communication, online business communication manages to offer all the advantages of the previously mentioned methods, and even more. With electronic communication, the information will be delivered faster, in a more accurate manner and it will not be dependent on the location of the interlocutor. For a more qualitative online business communication, it's strongly advisable to use an advanced platform, which will give you access to a suite of useful tools.[1]

According to Suhomlinski the game is a huge bright window through which the life-giving flow of ideas and ideas about the world around the child flows Into the spiritual world. The game is a spark that ignites the fire of curiosity and curiosity.

Students about the possibilities of games has long been known. Many outstanding teachers rightly paid attention to the effectiveness of the use of games in the learning process. In the game open sometimes unexpected abilities of the child. The game-based lessons created lessons with playing techniques and situations, acting as means of inducement, promotion of educational activities. The implementation of game techniques and situations in the form of a special lesson takes place in the following main areas:

➢ didactic goal is set for students in the form of a game problem;
➢ educational activity is subject to the rules of the game;
➢ educational material is used as its means;
➢ in the educational activity is introduced an element of competition, which translates the didactic problem in the game;[2]

Using situational games in teaching business communication. Using games in teaching vocabulary skills develops habits and skills of dialogue speech, promotes students' speaking initiatives and enhances the natural communicative orientation of the lesson. The authors suppose that while playing games students involuntary memorize new lexical and grammar material. Thus using games in foreign language teaching is one of the most effective ways that provide students with speaking opportunities and at the same time, motivate them. In learning a foreign language, vocabulary plays an important role.

Situational games are fun activities that promote interaction, thinking, learning and problem solving strategies. They are effective tools for learning because they offer students explore alternative decisions in Business situations. At the same time, they should follow both the objective properties of the formulated situation and their subjective ideas of how to act in such situations. In its or-

ganization and objectives situational games are similar to role-playing however, have diagnostic value.

The aim of the game is not so much to teach a specific role-playing behavior, as the ability to cope with difficult situations. This method is intertwined with the spontaneity test, but if the participants interact with strangers in the spontaneity test, the situation is the key factor in the situational game.

The presenter can offer both individual situations and several situations in a row, combined in a "cascade" or "slalom", where the same character must solve problems specific to each of the related situations. This approach is often used in trainings.

The stage of reflection – that is, self-analysis by the participants of the process of the past game and its results-involves the acquisition by the participants of the experience of living appropriate situations without the traumatic effects of these situations, which would be when experiencing them in real life. This is achieved including borrowing the experience of other players.[3] List of games:

Hang Man

Everybody loves to play games in class. Many of us will remember times during school when the teacher would play a games on the board in order to keep the class interested. It seemed a lot more fun than doing normal work, and with adults this is no different. Hangman involves the students having to guess a particular word. You think of a word, and draw a line of blank boxes on the board which indicate how many letters the word has. Students then ask for clues to the word, and then add letters. For every letter they get wrong, a body part is drawn. Once the picture is complete, the man is "*hanged*" so to speak and they lose. If they win, however, the entire word will be spelled out on the board. Undoubtedly this is a great way of practicing English and getting the class involved.

Chinese Whispers

Another way to get the students' minds going is a game of *Chinese Whispers*. A lot of people might think of it as a childish game, but it is important to remember that even adults need to unwind sometimes. Come up with a specific phrase, give it to one student, and then they have to whisper it to their partner and it is passed along like this. It will definitely be interesting to examine the end result compared to the beginning.

Job Skills Interview

For those who are interested in reviewing their own skills, **setting up a mock interview is a great way of helping the students to become more confident.** Get them to come up with their own questions for the candidate, and then let them find a partner with which to practice. This will build up their own confidence and allow them to get better with conversational skills.

Telephone Role Play

This is a fairly simple one which everyone will love. Get the class to divide into pairs and write up a small conversational piece. When practicing this role play, **the students need to sit back to back** in order to simulate talking on the phone. This will get to speak a lot more, since they have only their voice to rely on.

Call My Bluff

This is a very popular game which students will also enjoy. Divide the class into two groups or more, depending on big it is. Give each group a specific word, and also give them the correct meaning of it. The groups then attempt to *fool one another* by having a list of meanings for that one word, only one of which is true.

Twenty Questions

This can be quite a humorous game to play and definitely will get a few laughs from everyone. Have somebody sit in front of the board, and write the name of a famous person above their heads. They then have to ask the class questions about the person until they find out who it is.

Write a Story

This activity can be used for either the improvement of conversational skills or writing skills. It follows the same idea of the "*story stick*" whereby a student comes up with the first sen-

tence of the story, and the second comes up with the next, and so on. This can turn into a very entertaining piece and can do wonders in helping the students to get better.

Simon Says

This game can be used to test a wide range of vocabulary knowledge, from parts of the body to objects which are in the room. Students have to listen to what the teacher says, and go over and touch that particular object when the teacher says, "*Simon says… Go to the chair.*" This is generally played with lower levels.

Simulation Games

Quite similar to a role play. This difference is, the students set up their own scenario and have to act it out in front of the class. This means they have no set lines they have to adhere to, and therefore anything goes as long as they are speaking English.

Icebreaker

Often this particular activity can be used as a warm up for the start of a new class. Compose a list of questions, such as "*Who has a dog?*" and other trivial pieces of information. Distribute them to students, and then get the students to go about filling in the answers from others. This will definitely help them to improve their conversational skills and get to know others in the class. [4]

In conclusion, it should be noted that the game is an effective way to improve the quality and productivity of learning a foreign language. The use of various games in the classroom gives good results, increases the interest of children in the lesson, allows you to focus their attention on the main thing - the mastery of speech skills in the natural situation, communication during the game. Games help children to become creative personalities, learn to be creative in any business. Joint creative games bring together both adults and children. The game, introduced into the educational process in the classroom in a foreign language, as one of the methods of learning, should be interesting, simple and lively, contribute to the accumulation of new language material and consolidate previously acquired knowledge. Depending on the conditions, goals and objectives set by the teacher of a foreign language, the game should alternate with other types of work. It is important to teach children to distinguish between play and learning.

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