

**Ministry of Education and Science of Ukraine
Dnipro State Agrarian and Economic University
Philology Department**

Collective Monograph



**Linguistic and Methodological Training of
Students for Future Professional Activities**



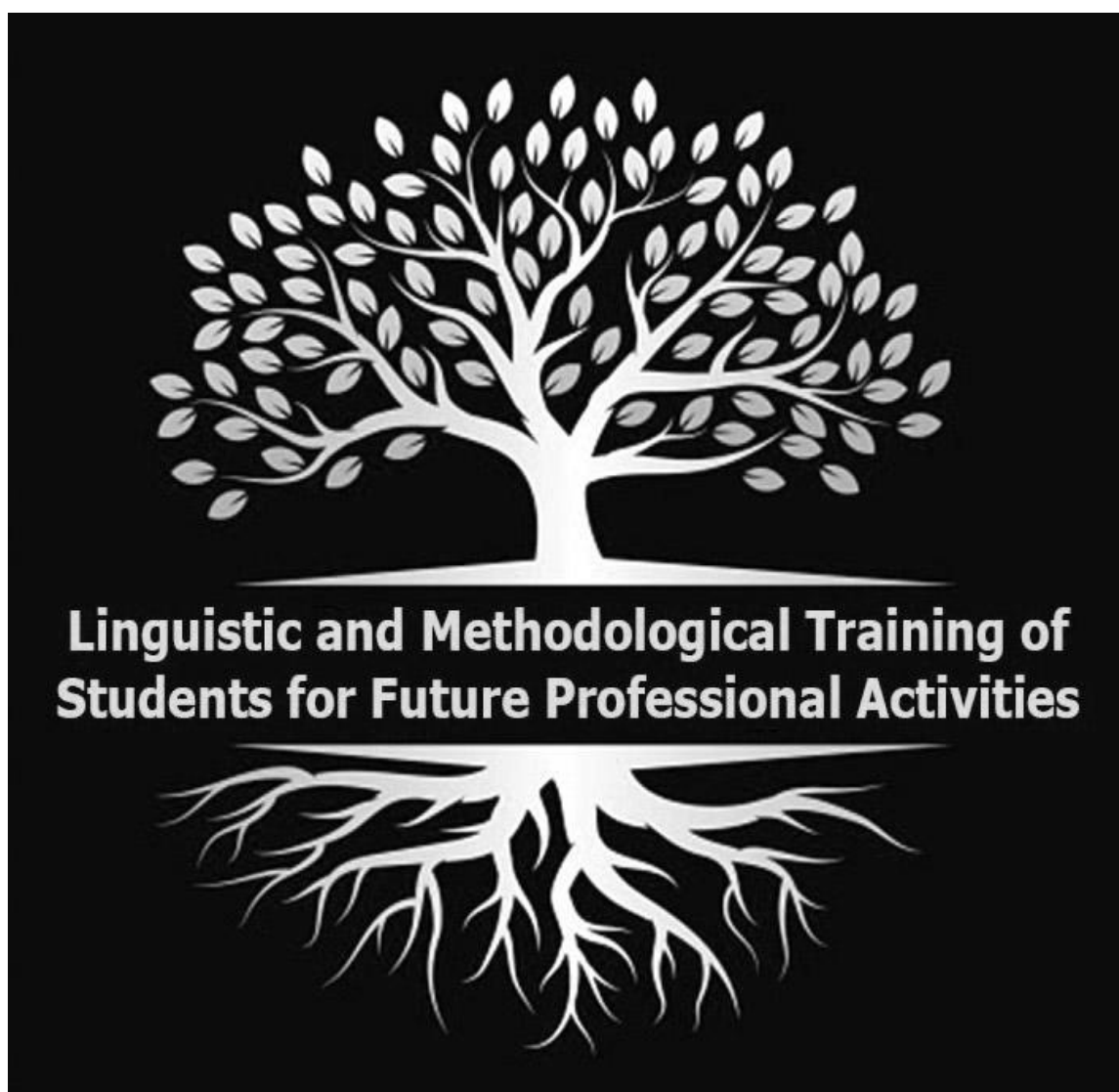
Philology and Pedagogy

Dnipro, 2023

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Collection of scientific materials published is the scientific and practical publication which contains scientific articles of Doctors, Candidates of Sciences, PhDs, research workers, lecturers and practitioners from Europe and Ukraine. The papers contain the study reflecting linguistic and methodological issues in the framework of students' training for professional activities.

The publication examines fundamental directions of linguistic research, methods and technologies of teaching foreign languages, professional, interpersonal and intercultural communication, translation studies, copywriting, media literacy. The collective monograph was published within the framework of the State Budget research topic “Linguistic and professional training of specialists: linguistic, social and cognitive, communication and pedagogical aspects” (state registration number 0122U001178). The publication is aimed at professionals engaged in practical activities in the field of linguistics, methodology, academics and general public.

IMPLEMENTATION OF INFORMATION, COMMUNICATION AND INTERACTIVE TECHNOLOGIES ON BUSINESS ENGLISH CLASSES FOR FUTURE SPECIALISTS IN ECONOMICS

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Abstract. *The implementation of up-to-date information and interactive technologies in education is one of the most significant and sustainable tendencies in the development of the world educational process. Recently national system of higher education uses computer and other information technologies for studying different subjects.*

The purpose of the research is to analyze the existing interactive, information and communication technologies and to get acquainted with the advantages of their usage by teachers in educational process on Business English classes for future specialists in Economics.

The methodological basis of the research forms the principles of scientificity, systematicity and objectivity. The general scientific methods (of analysis, synthesis, comparative, systematization, generalization) have been used when writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic.

The article deals with modern information, communication and interactive technologies, the advantages of their use by teachers in practical Business English classes for for future specialists in Economics. The basic signs of interactive technologies have been exposed: the construction of training based on the student's interaction with the learning environment; the change in the interaction of the teacher and students: the activity of the teacher helps to activate students, and the task of the teacher is to create conditions for their initiative; the role of a teacher as a consultant, organizer, source of information; the absence of the dominance of any participant in training over others.

Authors study the most potential and promising types of modern information and interactive technologies, which are used in the educational process of higher institutions: chat, internet forum, educational portals, multimedia, role and business games. They help to improve the quality of education, give the opportunities for continuous education, provide adequate level of teachers training, and improve the content of teaching.

Up-to-date information technologies and innovative teaching methods give university instructors tremendous opportunities for education, professional growth; they provide access to unlimited information, and give the chance to conduct dialogue with the whole world.

Key words: *interactive technologies, information and communication technologies, multimedia, role and business games, chat, internet forum, educational portals.*

Introduction. Nowadays, higher education is one of the determining factors of the intellectual and productive forces for society reproduction and for the development of Ukrainians' spiritual culture, the guarantor of the future success in consolidation and

strengthening of the authority of Ukraine as a sovereign, independent, democratic, social and law based state.

The process of integration of Europe, its move to the East, is followed up by the creation of general education and scientific area, development of the unified criteria and standards in this field, where the quality of higher education is the basis for the formation of this area.

Over the past two decades, there has been a shift from traditional technology of higher education to “information and communication technologies” - personal computers, computer databases, electronic information networks, etc. Thus, there is a shift to the developments aimed at creating a specific learning environment, or applying technology and communication in education. Information and communication teaching technologies (ICT) in education is a complex of fundamentally new educational and methodological materials, technical, communication and instrumental means of processing, preservation, transmission, display of information in accordance with the laws of the educational process, which effectively influence the professional training of future specialist.

Means of ICT is a synthesis of modern achievements of pedagogical science and means of information and computer technology. They implement scientific approaches to the organization of the educational process in order to optimize it and increase its efficiency, as well as to intellectualize the material and technical base of educational institutions in a continuous way. In addition, the effectiveness of the learning process also depends on the introduction of a variety of interactive technologies that ensure the dialogue of the learning process.

Consequently, the relevance of this issue in the modern educational environment is evident, as today qualitative teaching of disciplines cannot be carried out without the use of facilities provided by computer, interactive technologies and the Internet.

The aim of the research is to analyze the existing interactive, information and communication educational technologies and to get acquainted with the advantages of their usage by teachers in educational process.

According to the goal, the following tasks were set: to reveal the concept of ICT and interactive technologies, to consider the ways of using these technologies by teachers in educational process of higher schools.

Research methodology. The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic. The theoretical and practical results of implementing information and interactive technologies have been studied using the methods of analysis and synthesis. The method of analysis has been used for a detailed study of information technologies, which made it possible, in particular, to study scientific viewpoints on the need for implementation. The method of synthesis made it possible to distinguish the types of interactive technologies in the system of higher education.

Analysis of publications. A large number of scientists were engaged in theoretical and practical aspects of the problem of computerization of education: B. Gershunsky, A. Korotkova, E. Mashbits, V. Rubtsova, O. Tishchenko and others. The problems of teaching foreign language communication through the use of interactive technologies are devoted to many works of both national and foreign scientists highlighting their great practical value (M. Skatkin, S. Gaponova, V. Filatov, B. Esipov, V. Palamarchuk, G. Vashchenko, L. Vishniakova, O. Pometun, G. Sirotenko, O. Tarnopolsky, Y. Babanskiy and others). Scientists M. Alekseev, S. Grigoriev, B. Gershunsky, A. Ogol, A. Petrov determine the possibilities of computer communication in higher educational establishments regarding changes in the content of teaching in disciplines. However, researchers mainly focus on the individual communicative properties of computer education (Z. Jaliashvili, V. Kolesnikov, A. Kritsky, G. Chusavitina). However, there is a lack of thorough research on identifying and implementing information, communication technologies and interactive technologies in the process of learning Business English.

The purpose of the article is to substantiate the expediency of using the Internet and electronic educational resources in the educational process of higher educational institutions.

Scientific novelty. We proceed from the fact that the effective use of ICT in the educational process is possible only when the appropriate technologies are not a certain superstructure to the existing education system, but are reasonably and harmoniously integrated into this process, providing new opportunities for both teachers and students. According to the results of the scientific works of specialists who studied the means of modern information technologies, it is possible to single out the following methods of their use for the purpose of organizing the educational process: computer support for the organization of the educational process, in which the computer acts as a tool that ensures the individual work of students; demonstration of educational information for group work under the guidance of the teacher. The computer is used as a source of structured information or as a means of organizing learning in a group mode under the guidance of a teacher; information processing and storage. This way of using a computer is appropriate for the purpose of creating various databases, such as specialized or additional dictionaries, etc.; exchange of messages for the purpose of organizing communication at the international level using the telecommunications network. In this way, knowledge of a foreign language is practically applied in the process of working on joint international projects.

1.1 Operational definition of terms “technologies”, “information and communication technologies” “interactive technologies”, and their advantages (ICT)

Historically, the concept of technology has emerged in connection with the technical process and according to vocabulary interpretations (*techne* - art, craft, science, *logos* - concept, teaching) is a set of knowledge about methods and means of materials processing. Technology also includes the art of mastering the process, resulting in personification. The technological process always requires a certain sequence of operations using the necessary means (materials, tools) and conditions. Technology in procedural sense answers the question: “How to make, with what and

by what means?” [16 c.7] Existing features of technology include standardization, unification of the process and the possibility of its implementation in relation to the given conditions.

The analysis of the psychological and pedagogical literature shows that scientists have different interpretation of the studied phenomenon. Information and communication technologies, including the computer, which can manage cognitive activity, are a collection of computer-oriented methods, tools and organizational forms of learning. Very often the term “information and communication technologies” is associated with the term “computer-oriented technologies” [32]. ICT is regarded as a means of realizing the global tasks of reforming higher education, the mean of “the personal development and creative potential...” [33]; information technology based on personal computers, computer networks and communications that have a favorable user environment [25]; “The methodology and technology of the educational process using the latest electronic learning tools, and, first of all, computers” [15, p. 32]; “A set of software, technical, computer and communication tools, methods and innovative methods of their application to ensure high efficiency and informatization of the educational process” [17, p. 30]; a system of methods for entering, processing, storing, retrieving and transmitting information on computer networks [19]. We emphasize that the term “communication” and “information” characterizes the concept of this term, the dual nature of technology - information content (information environment) and communication capabilities (communication tool). Scientists characterize this technology as a subject-oriented and communicatively oriented learning environment included in the educational activity [7].

Information and communication technology (ICT) is often used as a synonym for information technology (IT), although ICT is a more general term emphasizing the role of unified technologies and the integration of telecommunications (telephone lines and wireless telephony) connections, computers, software, storage and audiovisual systems that allow users to create, access, store, transmit and modify information. In other words, ICT consists of IT as well as telecommunications, media broadcasts, all types

of audio and video processing, transmission, network management and monitoring functions [23, p.5].

So, information and communication technologies is a set of methods, production processes and software tools integrated for the purpose of collecting, processing, storing, distributing, demonstrating and using data for the benefit of their users [23, p.7].

Interactive technologies are collaborative studying when both students and teachers are the subjects of the educational process. Interactivity can be highlighted as the ability to interact, study in conversation, dialogue, action. So, in the narrow sense, interactive ones can be called technologies in which the learner is a participant. He does not act only as a listener, an observer, but takes an active part in what is happening, actually creating this phenomenon [16].

The main advantages of interactive technologies include:

- helping students learn how to express their own opinions; to analyze the information received; to use the knowledge and experience acquired earlier; to debate, to defend their own point of view; to be more confident and independent;
- facilitating the intensification and optimization of the educational process. The goal of interactive learning is to create comfortable conditions and a supportive atmosphere in which each student will feel successful in learning and feel his or her intellectual ability.

The main features of interactive technologies are:

- the development of training on the interaction of the student with the learning environment, which serves as a space for learning experiences;
- a change in the interaction of the teacher and students: the activity of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for their initiative;
- role of the teacher as a consultant, organizer, source of information;
- absence of the dominance of any participant in training over others [8].

1.2 Information and Communication Technologies in the system of Higher Education

Any pedagogical technology is information technology, because the basis of the learning technological process is the receiving and transformation of information.

The information and communication technologies in education are aimed at boosting mental activity, developing creative abilities and forming a dialogue. In turn, ICTs are tools for creating, storing, transmitting, processing information and managing it. This widely used term includes all the technologies used to communicate and work with information. Appropriate use of ICT in the educational process is a prerequisite for improving the quality of educational services, expanding their capabilities, and creative implementation of personality in learning activities [29, p.9].

Information and communication technologies have great potential in education and contribute to the implementation of such didactic tasks:

- improvement of the quality of education on the basis of the interconnection of the general and didactic principles of autonomy, activity and systematic character;
- expansion of opportunities for continuous education based on the implementation of the principles of consistency, continuity and accessibility;
- providing adequate level of teachers training for work with information and communication technologies;
- improvement of the content of teaching, taking into account the interaction of general and didactic principles, covering the principle of scientific research, visibility, accessibility, communication theory with practice;
- continuous improvement of the didactic provision of the educational process [29, p.10].

We researched the following types of the information and communication technologies: chats, online forums and educational portals.

Chat (means “talk”) is one of the technologies of synchronous dialogue that occurs in real time and almost without delay. At the same time, two interlocutors are simultaneously at their computers and, using special software, instantly send each other small written phrases, short messages that are created in the format of ordinary, live dialogue. To have a real-time online dialogue IRC (Live Chat Online) can be used. It offers a wide variety of options that differ from a simple chat. To communicate with

channels (groups or rooms), it is advisable to have a dedicated IRC client program that allows to have multiple channels of dialogue, including private chat between two people.

By type of network communication, text (web-chats), voice and video chat are distinguished. Web chats (text) are special Internet services, text messaging, which is possible in two variants: public and private. The servers contain a special set of technical programs that allow a large number of interlocutors to have a dialogue, while working with a familiar Internet Explorer (Internet Explorer). Web chats can be used if you want to chat with many people on different topics. Interactive computer conversations (chats) require careful planning, specialized computer programs, and compliance with ethical standards and communication procedures. Virtual messengers need to have a microphone or headset with microphone for voice messaging. Such chats are often used during group play, providing lively dialogue between team members. Voice chats are used for webinars (voice training seminars). Video chat - Voice chat with live video chat. They are used during business conferences when one or more of its participants cannot attend the general meeting.

Web-chats can be considered as a classic communication process. The use of them in the educational process contributes to the formation of students' communicative skills, dialogue [20]. The above confirms that instant messaging (chat) technologies perform educational, communicative functions and are appropriate in the process of forming a professional dialogue culture for students.

Online forums provide active participation in the discussion. Today, the Internet is regarded as an integral part of the life of a modern expert, as there is no alternative source of information that would enable communication with representatives of other countries and form a favorable basis for dialogue between cultures [5, p. 43–44]. In the online forum, each participant can read the full text of the discussion and join the discussion. The analysis of discussions in Internet forums and thematic groups gives an opportunity to reveal the development of the skills in tolerant communication, professional dialogue, argumentation of their position, etc. [29].

Many researchers emphasize the advisability of student participation in the

following forums: <http://forum.osvita.org.ua/> (you can discuss and express your own views on any issues related to higher education, second higher education, distance education, education abroad; discuss issues related to published articles, results of conferences, etc.); University (<http://www.univer-sity.com>) (students have the opportunity to discuss various topics: universities and faculties, study abroad, student news, travel, literature, Internet, politics, economy, business, etc.

So, online forms help to develop dialogue skills, to participate in the discussion, to conduct tolerant dialogue, give students the opportunity to discuss different professions, discuss different topics.

Educational portals are a software and technology complex whose main task is to accumulate data on scientific and methodological information resources, state educational standards, modern technologies of teaching, information that supports the personal level of education and its constant improvement.

The general characteristics of portals are provided by N. Zadorozhnyi and T. Omelchenko [31], who view the portal as an entrance (or exit) to the global information space. The main characteristics of the portals include: existence of a developed system of information resources; active interaction with users through the forum system; the presence of centralized input and special means for convenient use of information resources.

Educational portals include specialized services that provide access to various electronic educational resources (e-libraries, e-learning courses, knowledge testing systems, etc.) [3].

Thus, educational portals facilitate effective dialogic interaction between students and teachers in the process of searching necessary professionally oriented information, allow to organize and implement mediated dialogue in the educational process using the latest technologies, ensure constant access of students to teaching materials, lists and recommended literature, provide the opportunity to organize virtual consultations and seminars.

E-mail has been named the main source of all online resources as a form of asynchronous computer and mediated communication [30]. With the evolution of the

Internet world computer technologies offer tremendous opportunities for foreign language teachers: "... they can be a means of communicating in a specific language including messaging with other students in and out of class" [30]. In addition, foreign language teachers are already becoming more aware of the impact of this tool on their profession through the use of e-mail during exams and creative interaction with students. In recent years researchers from different countries have presented a lot of innovative ideas for using e-mail when learning a foreign language.

The pedagogical advantages of the e-mail are the extension of time and space for learning a foreign language. As many e-mail researchers point out it empowers students and teachers by providing them with opportunities to meet and communicate in a foreign language outside the university. Thanks to e-mail, students do not need to be in a special room at certain times and days to communicate with others in a foreign language. They can send e-mail from their convenient place at home. Such spatial capabilities give them more free time to spend writing and reading in a foreign language in a communicative context. An important point is that thanks to e-mail students do not need to spend money to travel abroad just to socialize [28].

Today there are many publications mostly foreign ones in which researchers substantiate the problem of learning foreign languages of students of different specialty. They consider information and communication technologies in particular e-mail as an effective means of learning.

Rankin, for example, notes that the extra interaction in a foreign language provides students with even more value than usual [18]. E-mail also allows students to communicate with others in authentic communication situations. Interaction with the help of e-mail allows you to feel the reality of the effort that is spent during communication comparing to artificial communication in the classroom. Such communication is more fruitful and reminiscent of spoken language due to its informal and interactive nature. Unlike face-to-face communication e-mailing takes place in writing which serves the language learners quite well. As Schwienkorst points out "the main advantage of written communication is the ability for each student to retain holistic communication and have great examples of language use in the future"[24].

Foreign language teachers are often faced with the problem of following a schedule and technology maps on certain topics which must be laid out over a period of time and as a result there is almost nothing left for free communication. E-mail allows students to communicate in a context where the teacher is not the principal. In communication with e-mail students have the opportunity to gain experience of increased control over their personal learning and independently choose a topic and change the direction of the discussion. The ultimate goal is to communicate with other students in a foreign language but not to write text with many mistakes.

According to M. Beauvios, computer and mediated communication improves student participation by 100 percent. Other researchers have noted that students who do not wish to interact face-to-face are more likely to communicate in an electronic context [2].

Undoubtedly e-mail can offer a number of benefits for students and teachers of a foreign language. For example, the wide variety of activities are successfully used by foreign language teachers. We can split these activities into group and single email exchanges.

Group messaging – e-mail allows students a hands-on opportunity to interact with others in a foreign language. Students can create their own mailing lists or teachers can organize a group list. By allowing interested parties to subscribe to such a list we are creating an additional opportunity for authentic communication in a foreign language with other students without taking group mates into account. Students can also attend discussion forums in addition to scheduled classes.

According to Moran and Havisher e-mail is a communication and writing medium with elements of both written and spoken language. As e-mail is separated from direct contact the great pressure of the immediate response is reduced and students have time to form their thoughts [12].

Communication via e-mail helps students prepare for interpersonal discussion in class on the one hand and improve writing on the other. When communicating within a single class the teacher can easily relate the communication task to the topic being discussed and extend the time for communication on the topic. The foreign language

teacher has the opportunity to develop assignments using e-mail as an activity before the start of classes after classes and additional activities that involve students' independent work.

Let us consider some types of activities that a teacher can use as a student's independent work prior to the start of class. Based on my own experience I would like to point out that it is quite difficult to involve students in foreign language activities without prior preparation. Thanks to such independent tasks pre-class assignments give great attention to the main work and save a lot of time during the class.

Another example is the preparation of written tasks with the help of e-mail. In this case the teacher can offer the following activities to students: write a short biography of the famous person of their choice. With the help of e-mail students can collaborate on topics for this task thus saving time in class. In addition you can share your knowledge of a particular topic before performing listening comprehension exercises. Before listening to a particular topic in the class students exchange their knowledge of the topic via e-mail based on their own experience.

We consider it appropriate to note that e-mail is effective for the preliminary preparation of the discussion. Ramazani shares experience in using this type of activity as a Weekly Essay. A few days before the class his students transmitted their own works using e-mail. With this approach a more thorough preparation of students to discuss the work in the classroom was observed. Further implementation of this idea through the handout material allows activating students to participate in brainstorming and stimulate discussion [4].

Considering post-class student activities it can be noted that teachers are able to create online assignments in order to consolidate or extend what students have already done in class. This method encourages students to repeat the discussion in the classroom, enabling them to repeat or clarify the thoughts that were expressed during the discussion. In post-class activities students can also use the new vocabulary or structures that have been offered for the class. The case method is preferred. Case Study provides a variety of student activities to solve problem situations prepare, analyze, transmit and receive information via email. Students try to independently find out the

essence of the problem and determine their own position in the assessment of the situation; think through the answers to the questions and find specific ways of solving the problem; there is an exchange of views; intellectual leaders are found to be able to offer solutions to problems after group discussion.

Bauman offers to enrich the conversational activity in the second session through the use of e-mail between groups. During one class he provided students with handouts describing three types of crime. In small groups students discussed cases and reached decisions to punish suspects. As homework he asked each student to write an original case and send it by e-mail. He then sent two cases by e-mail to each student with instructions to study the cases and suggest punishment methods before going to class.

In the second session students who were assigned the same tasks came together to discuss ideas and try to reach an agreement on punishment. According to Bauman through the exchange of materials between the students of the group in writing and their discussion the results were achieved outside the main class time. With these exercises invaluable time in the classroom was saved for face-to-face interaction [1].

Mantegi offers a different kind of e-reading task. In the first session students read a case from life and discuss the article, its features and linguistic structure. Then they create the story together with an e-mail. Each student creates a new story and adds it to the story after it's his turn [11].

For the purpose of establishing effective interaction between students it is advisable to use the technology “reader circle” which involves discussing the read material outside the classroom by e-mail. The teacher divides students into subgroups (4-5 students). Students are then asked to read the article after which they can send their feedback via email to other members of the group.

To sum up the experience of foreign colleagues in the field of information and communication technologies and foreign language teaching should be used in the educational process of universities when organizing foreign language classes especially among students who are trying hard to master a foreign language.

High-quality functioning of modern higher education is impossible without the use of the Internet and electronic resources. After all, they, in combination with

traditional teaching aids, are able to provide effective conditions for the training of specialists who will be competitive at the global level. This is possible only with a clear state policy in this matter, the implementation of state financial support for the introduction of information technology in the educational process. This will allow to realize the main tasks of the modern system of higher education of Ukraine.

2. Interactive learning technologies in the system of higher education

At the present stage, training of future specialists requires active forms and methods of teaching. The term “interactive” has two components: *inter* and *act*, that is, the ability to interact. Therefore, it is assumed that the educational process is subject of continuous, active interaction of all participants. Interactive learning is based on cooperation, which is based on the “pedagogy of cooperation: the direction of pedagogical thinking and practical activity, the purpose of which is the democratization and humanization of the pedagogical process” [6, p.43].

The purpose of interactive learning is to create such comfortable conditions for each student to feel his or her intellectual capacity to learn new things. This can be achieved only with constant active interaction of the teacher and students. Interactive learning involves enhancing students' learning opportunities instead of receiving and retrieving ready-made information. Classes, where interactive technologies are used, enrich students with basic knowledge and skills, which are crucial to the development of individual competencies. They capture, arouse interest and teach independent thinking. The effectiveness and power of influencing the emotions and consciousness of students depends on the skills and style of the teacher.

During interactive learning student becomes subject of study, he feels himself like an active participant in the process of his own education, personal and professional development. This provides an intrinsic motivation for learning that contributes to its effectiveness.

It is necessary to follow the principles of interactive learning, namely:

- *The principle of activity*, which means that each student must participate actively in the process of communication and interact actively with other students.

- *The principle of open feedback*, the essence of which is the mandatory expression by a member or all members of a group their opinions, ideas or objections of the tasks. Thanks to the feedback, team members learn how others perceive their communication and thinking style, and behavior. This principle corrects speech and behavior.
- *The principle of experimentation* involves active searching for new ideas and ways for students to solve their tasks. This principle is very important both as an example of the behavior in real life, and as an impetus to the development of creativity and initiative of the individual.
- *The principle of trust in communication*. This is the purpose of a special organization of group space during the course in order to change the stereotype of the student and the idea of how the classes should be organized and which role should be played by the teacher.
- *The principle of equality*. It means that the teacher does not seek to bind the student their thoughts, but acts with them. In turn, the student is able to play the role of organizer, leader [16, p.5].

National and international experience shows that interactive technologies contribute to the intensification and optimization of the educational process. They allow students to:

- analyze educational information, learn educational material creatively and therefore, make knowledge more accessible;
- formulate own opinion, express it correctly, prove own point of view, argue and discuss;
- learn to listen to another person, respect alternative thoughts;
- model different social situations, enrich own social experience through inclusion in different life situations;
- learn to build constructive relationships in a group, determine their place in it, avoid conflicts, solve them, seek compromises;
- develop skills of project activity, independent work, performance of creative works.

- carry out project activity, realize creative ideas, develop skills of independent work [27].

The most potential and promising types of interactive technologies that should be used in the educational process of higher institutions are multimedia technologies and role and business games.

A great attention must be paid to the 6 Thinking Hats interactive game. The Six Hats method is a psychological role-playing game the meaning of which is to consider the same problematic situation from 6 independent points of view. This allows you to form the most comprehensive view of the subject matter and to evaluate the advantages and disadvantages at the logical and emotional levels. The method was offered by the British writer, psychologist and creative thinking specialist Edward de Bono in 1985. The basis of this approach is the concept of parallel thinking. By “trying” 6 independent types of thinking in the process of solving practical difficulties 3 main problems can be easily overcome:

- Lack of superfluous emotions: assessing a particular situation from different perspectives contributes to the fact that we make decisions by conducting complex analysis in 6 independent ways.
- Lack of confusion: a multi-level task of heightened complexity can cause feelings of self-doubt. The concept of parallel thinking allows you to approach the problem systematically gathering facts and evaluating all the pros and cons.
- No inconsistency: using such a technique allows you to structure the entire information on individual grounds i.e. solve a problematic issue using a systematic approach while leaving time for creativity.

What symbolizes the color of each of the six “hats”? A hat of a certain color implies the inclusion of an appropriate mode of thinking which should be followed by the student or the team at the time of arguing their position during the discussion game:

- White – focus on information (analysis of known facts and figures as well as assessing what information is missing and what sources can be obtained).
- Yellow – research on possible success, search for benefits and optimistic forecast of the event / idea / situation under consideration.

- Black – assess the situation in terms of the shortcomings, risks and threats of its development.
- Red – attention to emotions, feelings and intuition. Without going into details and considerations, all intuitive assumptions are made at this stage.
- Green – search for alternatives, generate ideas, and modify existing developments.
- Blue – manage the process of discussion, summarizing and discussing the usefulness and effectiveness of the method in specific circumstances.

It is necessary to mention that cramming at any time is not always effective. The psychologist Ebbinghaus found out how long the studied compounds were stored in memory. It turns out that forgetting is very fast: 60% of words are forgotten in an hour, in six days only 20% remains, about the same in a month. It follows that the words learned should be repeated especially often for the first time after learning: then they will be delayed into long-term memory. So if you have one day to study you should repeat the words:

- Immediately after memorization
- 20 minutes after the first repetition
- 8 hours after the second
- 24 hours after the third

If there is a lot of time you can do the following:

- Immediately after memorization
- in 20-30 minutes
- in 1 day
- in 2-3 weeks
- in 2-3 months

Multimedia technology is a very promising area of technology in the field of education. In the broad sense, “multimedia” means a range of information technologies that use a variety of software and hardware to influence the user most effectively (which has become both a reader and a listener and a viewer). Due to the application

of graphic, audio (audio) and visual information in multimedia products and services, these tools have a high emotional charge and attract the attention of the user (listener).

Experiments showed that the listener perceives and is able to process up to one thousand conventional units of information per minute during oral presentation, but in connection with the organs of vision to 100 thousand such units [4]. So, it is absolutely obvious the high efficiency of using multimedia tools in teaching, the basis of which is visual and auditory perception of the material.

The latest developments in computer-based training are called *multimedia*. The multimedia technologies include animation graphics, videos, sound, distance access and external resources, database management est. Various information components that are run by one or more special programs are called *multimedia systems*.

The purpose of video and other multimedia tools application during educational process is its visualisation.

The basic principles of video creation are:

- *illustrativity* (give the teacher an opportunity to illustrate the lessons);
- *fragmentation* (allows to give the material step by step, depending on the speed of students perception);
- *methodical invariance* (video clips can be used at different stages of the lesson, pursuing different methodical goals);
- *conciseness* (presenting more information in less time and more efficiently);

Among the vast variety of educational multimedia systems, we can conditionally distinguish the most effective tools: computer simulators; automated training systems; educational films; multimedia presentations; video demonstrations [26].

Multimedia learning tools used in the educational process must meet the system of psychological, didactic and methodological requirements.

Specific didactic requirements include:

- adaptability to individual student's capabilities;
- interactive learning;
- realization of computer visualization of educational information;
- development of the student's intellectual potential;

- the systematic, structural and functional coherence of the educational material;
- ensuring the integrity and continuity of the didactic cycle of training.

Didactic requirements closely connected with methodological requirements. Methodological requirements for multimedia learning tools take into account the peculiarity and features of a particular subject, the specifics of the relevant science, its conceptual apparatus [21].

Multimedia training tools must be selected to meet the following methodological requirements:

- educational material should be based on the interconnection and interaction of conceptual, imaginative and effective components of thinking;
- giving the student an opportunity to do various training tests.

Along with the didactic and methodological requirements, there are also a number of psychological requirements that affect the success and quality of multimedia [14].

The main hardware of multimedia technology is a computer equipped with the necessary software and a multimedia projector. Of course, the computer does not replace the teacher, but is only a means of teaching, his assistant.

Due to their capabilities and the development of technical means, multimedia technologies can be used for teaching almost all subjects.

Role and business games promote positive motivation for learning process, increase students interest. The game allows seeing successes, not to notice failures. Conversely, success leads to victory, victory to motivation; motivation promotes the desire to win and to be successful.

A business game is a simulation of real activity in a specially created problem situation. It is a means and method of preparing and adapting for professional activities and social contacts [9], method of active learning, which contributes to the achievement of specific tasks, structuring the system of business relations of participants. Its structural elements are the design of reality, the conflict of the situation, the activity of the participants, the appropriate psychological climate, interpersonal and intergroup communication, the solution of problems formulated at the beginning of the game.

A business game is a complex, multifunctional action, in which several interrelated activities are combined: analysis and search for problems solutions, training, development, research, consulting, and formation of team activity. So, business games make educational process closer to real life and develop practical skills [13].

Traditional business games have a scenario, focused on solving typical problem situations, their goal is to teach game participants to solve these problems optimally. In the educational process, the business games are used to consolidate the knowledge that the student gained in the course of lectures, seminars and practice.

Application of business games during training allows to close the educational process to practical activity, to take into account the realities of the present, to make decisions in the conflict situations, to defend their proposals, to develop teamwork, to get results in a limited time. In specially created conditions, the students “worked out” a variety of life situations that allow them to defend their positions.

The main advantages of role and business games compared to traditional methods are an ability to solve problems in a short period of time; an ability to test students’ knowledge directly, an ability to increase interest of the participants, and consequently, to increase effectiveness of learning.

The business game, simulating a particular situation, makes it possible to solve specifically formulated tasks and problems, to develop methods of solving problems. It has a rigid structure and rules; its main function is to develop skills and ability to act in standard situations. The role and business game are used to learn new and consolidate old material, because it allows students to understand and learn the material from different positions.

Typically, a business game consists of the following stages:

- familiarizing the game participants with the purpose, tasks and conditions of the game;
- instruction on the rules of the game;
- formation of working groups by participants of the game;
- analysis, evaluation and conclusions of game results.

On the first stage, preparatory, the choice of the game is justified, determined the goals and objectives of the game, formulated a problem situation, developed a game scenario, prepared information and methodological material.

The second stage the rules of the game and the functions of the players are considered.

The third stage depends on the content and form of a particular game and consist in discussing the problems posed by the participants, making generalized decisions, and analyzing them.

Different types of business games are used in educational process: simulation, operating, role-playing, business theater and intellectual games.

Simulation Games. At the lessons, they simulate the activities of a particular organization, enterprise, educational institution, etc. Also they can simulate events, specific activities of people (business meeting, discussion of the plan) and conditions in which the event takes place (meeting room, office of the head). The scenario of the simulation game, in addition to the plot of events, contains a description of the structure and purpose of the processes and objects that imitate them.

Operating Games. They help to accomplish specific operations, such as the methods of organizing and holding meetings, conferences, etc. Games of this kind are conducted in conditions that simulate reality.

Role games. They work out tactics of behavior, actions, functions and responsibilities of a particular person. For role-playing games, a model-play of the situation is developed, with the distribution of roles between participants.

Business Theater. It is played some situation and behavior of the person in this situation. The student has to mobilize all his experience, knowledge, skills, be able to fit into the image of a certain person, understand his actions, assess the situation and find the right course of behavior.

The main task of staging method is to teach students to navigate in various circumstances, to give an objective assessment of their behavior, to take into account the opportunities of other people, to establish contacts with them, to influence their interests, activities.

Culture at the turn of the millennium is a culture of dialogue. First, the cause of the dialogue is cognitive and emotional interest, that is, it performs an informational function in the broad sense of the word. Second, the dialogues involve interaction. This is how the communicative function is carried out.

That is why the use of *debate* as a kind of intellectual game is intended to help students to develop the skills they need to be successful in today's society. Today, debate is widespread in schools and universities around the world. Most European countries have debate programs at each institution.

The purpose of the debate game is to increase students' level of knowledge. And so it is necessary to participate in the debate in order to learn something. In other words, in the debate, the learning process is more important than the end result of each game – winning or losing. Playing “debate” has allowed to develop one of the most important traits of personality – curiosity.

The students, who play the debate, learn to think logically and critically, to convey their thoughts and views to others or to a wide audience.

Students benefit greatly from the debate. Participants turn from team players into true friends working together to prepare for the debate.

During the debate, it is necessary to listen carefully to opponents in order to understand their position more clearly, but also the strengths and weaknesses of the team. In debating the ability to listen is very important because those players who are unable to listen do not always understand the weakness of their opponents' arguments.

The success of the debate depends on team activity. As in any game, everyone has a role and responsibility, but the team has to work together to help and complement each other.

Thus, the use of intellectual games allow students to acquire knowledge not in the traditional everyday way, but in a game form. In intellectual games, knowledge is an important tool for solving life's problems because they are associated with success in life, and success is victory.

The use of business games as active teaching methods, provides creative activity of students, create conditions for increased motivation and emotionality, and develop critical thinking.

3. The development of teachers' practical skills for implementation of interactive, information and communication technologies

Conversations with teachers of higher educational establishments have shown that they almost do not offer students educational tasks that would force them to use means of information and communication technologies with classmates, teachers, specialists. The reason for this situation is, first of all, their own uncertainty in their abilities to organize constant communication with students.

So, a large number of teachers need assistance in the implementation of interactive, information and communication technologies, their organizational and methodological support. Most of the teachers do not use these technologies and therefore need to be trained. Thus, educational and methodological seminars for university instructors were developed and implemented with the theme “*Modern Interactive, Information and Communication Technologies in education*”, the purpose of which was to prepare teachers to work with interactive, information and communication technologies in the learning process.

A scientific and practical seminar “*Pedagogical skills: professional professionalization and innovative approaches*” was conducted, the task of which was to increase the teacher's teaching skills. The workshop included lectures (8 hours), practical classes (8 hours), training sessions (6 hours), master classes (4 hours). Various issues were discussed at the seminar, namely, modern teaching technologies, teaching methods for individual courses, training format as a method of activating at higher educational establishments. The workshop covered issues related to the methodology for conducting projects: information (aimed at collecting specialized information, familiarizing project participants with this information, analyzing it and summarizing facts intended for a wide audience); informational and communicative (found in the

harmonious combination of information seeking and communicative activities of students); brain storming, case method analysis, incident method, presentation, role plays, didactic games, etc. [22].

In addition, teachers were invited to take part in the practical organization of professional dialogue with students, enabling them to identify themselves in various situations requiring professional dialogue. During the work the following issues were considered:

- professional dialogue of teachers who carry out the training process for future merchants;
 - formation of a professional dialogue culture of future specialists by means of information and communication technologies;
 - the theoretical basis of interactive technologies;
 - a methodology for organizing student work on the basis of interactive technologies, taking into account information and communication technologies.
- Teachers were interested in combined classes with the use of situational tasks, where they demonstrated their pedagogical skills. Teachers shared impressions and ideas, held a dialogue on professional topics.

During the seminar, the attention of teachers was emphasized on the importance of establishing subject and subject relations in the systems “student – student”, “student – teacher” and ensuring their pedagogical interaction. The teachers’ focus was on developing professional relationships with students based on a polite attitude towards each other, manifestation of moral and social responsibility, ethical conduct, and B. Franklin’s rule of “honesty – the best policy” in conducting direct and indirect professional dialogue. During the academic year, the teachers became participants in scientific and methodological seminars “Communicative Processes in Education”, “Interactive Technologies for Professional Communication Training”. Attention of teachers was focused on such issues as professional dialogue: the essence, functions, types; professional language and speech; non-verbal aspects of intercultural dialogue and their role in regulating relationships, establishing contacts with specialists who are

representatives of other cultures; characterization of non-verbal channels of intercultural communication (facial expression, touch, gesture, interpersonal communicative space, visual interaction, intonation); the role of multi- and hypermedia technologies, information retrieval systems in preparing future professionals for a professional dialogue; computer communications in off-line and on-line communication modes; personally oriented technologies of teaching students and their role in communicative training of future specialists, etc. Teachers were introduced to the advantages of the following Internet sites: <http://www.teachnology.com> – lesson planning; <http://www.eslcafe.com> – an interactive communication club; Global virtual classroom <http://www.virtualclassroom.org> – free online educational program; <http://teenadviceonline.org> – Educational site for teachers. Teachers focused their attention on the peculiarities of establishing partnerships with students based on cooperation, openness, trust, personal involvement, support; organization of constant counseling; taking into account the initial knowledge of students in order to model the individual approach to pedagogical interaction; the creation of successful learning situations (the selection of dual tasks, the promotion of intermediate actions, differentiated help), the effect of novelty, the effect of imagination, the effect of change, the effect of the game. Attention of teachers was paid, first of all, to increase the motivation of students' training, which is the driving force in realizing the needs of the individual in the active interaction.

Conclusions.

All of the above makes it possible to conclude that the use of up-to-date information, communication and interactive technologies on Business English classes for future specialists in Economics has provided a number of advantages, specifically:

- a high level of interactivity between the students and the material;
- the opportunity to develop and improve various learning styles and interactions;
- motivation and encouragement of students.

In addition, the use of modern information, communication and interactive technologies makes it possible to improve the students learning abilities and skills, increase students' independency and creativity. These technologies attract students with the novelty and the opportunity to develop themselves. They reveal the joy of learning, the world of intelligence, creativity and future.

Teachers realized that positive learning motivation should ensure not only the content of learning, but also properly organized communicative activities of students through interactive, information and communication technologies. Thus, the teachers tried to actualize the needs of students in the implementation of active professional dialogue, interaction; to form the motives of communication in a professionally directed electronic environment, to realize the possibilities of this environment for the exchange of professionally directed information among specialists; to form the students desire to deepen their knowledge and skills, information and communication tools, improvement of skills in working with information and communicative technologies, development of a critical attitude to the results of their activities, etc.

Prospects for further research

So, it should be noted that modern information technologies and innovative teaching methods give university instructors incredible opportunities for education, professional growth; they provide access to unlimited information, and give the chance to conduct dialogue with the whole world. Taking part in scientific and methodological seminars, teachers have the opportunity to improve their abilities and pedagogical skills with the help of modern information and communication technologies, to find an individual style of work with students.

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