Formation of Professional Competencies in the Course of Preparing and Conducting Business Games in English Classes

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Role-playing and business games have always served as a means of developing oral speech and increasing students' motivation to learn a foreign language. There are different typologies of role-playing and business games. According to the content of the game are divided into social and professional. According to the nature of interaction between students and the teacher, they are divided into controlled, moderately controlled, scenario-based and free. The duration of role-playing and business games can be short and long [4]. When teaching a foreign language at a University, much attention is paid to professional long-term business games, which, depending on the stage of training, can be either moderated, scripted, or free. With the introduction of new HPE FSES, which are based on a competence-based approach, the use of role-playing and business games in the educational process for the discipline "Foreign language" is of particular importance. The state standard is indicated (p.7.3) that "the Implementation of competence-based approach should include a wide use in educational process of active and interactive forms of classes (computer simulations, business and role games, case studies, psychological trainings) combined with extracurricular work for the purpose of formation and development of professional skills of students ... the whole educational process, they must be at least 20 percent of the classroom"

Consider the role-playing game "presentation of the company", developed at the Department of Foreign languages-1 of the Moscow State University of Railways (MIIT) for students studying in the direction of training 031600 "Advertising and public relations" [3]. This game is for students of II year II semester when students already possess the needed professional knowledge and skills: familiar with the
types of organizational structure, mostly familiarized with the official and functional duties of employees of the company, the main directions of promotional activities of the company. Twenty-four roles have been developed for the role-playing game; of these, twelve roles are for company employees, and twelve roles are for guests present at the presentation. For each role, recommendations are developed for students on its speech content. For example, a speaker opens a company presentation, gives a speech that gives the audience an initial idea of the topic of the presentation, gives the floor to speakers for speeches, invites those present to ask questions, and closes the presentation. The chief Executive officer reports the name of the company, its location, tells the story of the company's creation and development, describes the company's position on the world market, names the total sales volume, and estimated dividends. Then he talks about future plans and answers questions from the guests present at the presentation. The financial Director informs the audience about the legal form of the company, its authorized capital, and the dynamics of share prices. The company has a sponsor. The sponsor talks about the company's turnover, investment projects, and business plan indicators that are taken into account when making investment decisions. Information technology Director talks about the corporate system communications, answers questions about software. There are also roles for logistics Manager, sales Manager, public relations Manager, designer, marketing Manager, advertising Manager, and HR Manager. In FSES VPO in the direction of training 031600 "Advertising and public relations" indicated that the educational process in the disciplines of the GSE cycle, including the discipline "Foreign language", is aimed at forming the following professional competencies: o possession of the basics of speech, knowledge of its types, rules of speech etiquette and dialogue, laws of composition and style, methods of persuasion (PC-5); o possession of basic skills in creating texts and documents used in the field of public relations and advertising, knowledge of literary editing, copywriting (PC-6); o having basic brand management skills (PC-7); o having basic media planning skills (PC-8); o having basic communication skills, the ability to establish, maintain and develop
interpersonal relationships, business relationships with representatives of various
government, financial, social structures, political organizations, media,
information, advertising, consulting agencies (PC-9); o ability to discuss
professional problems, defend your point of view, explain the essence of
phenomena, events, processes, draw conclusions, give reasoned answers (PC-10).
In order for the formation of these professional competencies for students to go
consciously (the principle of consciousness in learning), the criteria for evaluating
and self-evaluating students' gaming activities should be closely linked to the
formed professional competencies. So, the company's employees' speeches
(prepared speech) are evaluated according to the following parameters: o the
Speech has a clear and clear structure, facts and figures are given, there are
Proverbs, quotes of famous people (PC-5); o the prepared speech of the company's
employees uses stylistic techniques (epithets, metaphors, rhetorical questions, etc.),
professional abbreviations, economic terms, brand names, trademarks (PC-6). It
should be noted that in our development, the company's presentation includes the
presentation of its products, which is one of the basic skills of brand management
[6]. Thus, during the presentation of products, the basic skills of professional
competence of the PC-7 are being formed.

Professional competence of the PC-8 implies the formation of media planning
skills, that is, evaluating the effectiveness of using various product promotion
channels and selecting the optimal channel, as well as the rational use of the
advertising budget. These problems in our development are addressed in the
speech of the advertising Manager. If necessary, participants of the business game
"company Presentation" can ask the advertising Manager clarifying questions.
Back in 2000, E. I. Passov [5] wrote: "... in our country there is a need for
specialists who are able to carry out professional activities related to a foreign
language. There is growing interest in foreign economic activity and new forms of
cooperation with foreign partners. The social order in the field of foreign language
education is changing. It should be recognized that a foreign language has become
a kind of productive force, and foreign language literacy has become an economic
category." Knowledge of a foreign language becomes a necessary part of a person's personal and professional life in modern society. All this in General causes a need for a large number of citizens who practically speak a foreign language. "A good knowledge of a foreign language is an extremely important requirement for all those who want to get a prestigious and highly paid job. People who speak a foreign language get a real chance to take a more prestigious position in society in social and material terms, " N. D. Galskova notes [2]. This means that a modern specialist must not only be able to make a presentation of their company, product or idea, but also critically evaluate what they have heard or read, find inconsistencies and inconsistencies, and ask clarifying questions in a polite manner. For example, visitors to the company's presentation can ask employees about the company's approach to media planning, the most effective channels for promoting the company and its products, anti-crisis measures, credit conditions, force majeure, problems entering new markets, etc., using the following cliches: May I ask you where ... ? Might I ask if you ... ? I should be very much obliged if you would tell me ... Would it both you, if I asked you a question about ... ? I suppose ... I wonder ... I'd like to know whether ... Could you tell me whether ... ? I want to ask you if ... May I ask you whether ... ? I hope you don't mind my asking you but I wonder if you could tell me whether ... I beg your pardon, but ... ? In the process of this question-and-answer speech activity, the professional competence of the PC-10 is being formed.

The appeal of the presentation guests (an employee of the recruitment Agency, representatives of trade, intermediary and other companies) to the company's employees with a proposal to establish business relations is aimed at forming the professional competence of PC-9. So, when preparing and conducting a business game in English, "company Presentation", we are working on the formation of all the professional competencies laid down in the new Federal state educational institution for the field of training 031600" Advertising and public relations "for the discipline" Foreign language".