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Features of the formation of professional competence of a future foreign language teacher through simulation games

The article emphasizes the importance of using the simulation-game method for the formation of professional competence of future foreign language teachers and describes its effective developmental impact. The principles and methods of the simulation game that contribute to the professional growth of students are considered. The authors of the article emphasize the necessity of professional development of future foreign language teachers and reveal the potential of simulation tasks. It is noted that learning through simulation game allows to achieve two goals at the same time. In addition, the authors note that the use of simulation games gives the learning process an interesting and practically oriented character, contributes to the development of students' universal competencies such as cooperation and critical thinking, which increases their competitiveness in the labor market. In the article the authors describe in detail the main stages of the simulation game method and offer a number of optimal linguistic and content tasks for the development of professional competencies. Based on the above, the authors conclude that it is necessary to introduce the simulation game as an effective method of teaching foreign languages in higher education institutions when training future teachers. The purpose of this article is to analyze the potential of using imitation tasks to improve the effectiveness of foreign language teaching. The main objective of the article is to describe the rules and principles of the method of imitation games, as well as to formulate the didactic foundations for the use of such games in the training of future foreign language teachers. On the basis of the studied theoretical sources and their own experience of using imitation games, the authors offer a set of tasks for teaching a foreign language that meets the requirements of language teaching methodology.

Keywords: simulative games, future specialist, communicative competence, professional competence, pedagogical tasks, principles, foreign language teacher, educational environment.

Introduction

Currently, in the context of implementing the strategy of Kazakhstan's entry into the ranks of the top thirty countries in the world. The content of domestic education is being updated to integrate it into the global educational space. Ensuring the education system is equipped with skilled professionals who meet the socio-economic demands of our country is vital. This involves enhancing the quality of personnel within the education sector and refining mechanisms for monitoring educational progress. This includes establishing national education statistics that align with international standards. In the 76th and 77th steps of the program "100 concrete steps" of the national plan, the directions "Improving the quality of human capital, updating training standards, training qualified personnel in higher education institutions, and then spreading this experience in other educational institutions of the country" are outlined. This requires the professional mobility of teachers, the implementation of their professional growth, and the formation of skills to solve the tasks they face individually [1].

Research findings indicate the imperative need for a revamped approach to higher education in contemporary times, emphasizing its elevated significance, social stature, and recognition as a distinct domain. The focal point of this approach is on the continuous advancement of highly skilled professionals, along with fostering flexibility and adaptability within the system. This concept embodies structured foundational principles aimed at equipping the modern expert with extensive fundamental knowledge, initiative, and the ability to adapt to evolving demands of the job market and technological advancements [2].

The conceptual underpinnings of vocational education have been explored by various scholars, including N.N. Khan, N.D. Khmel, Sh.T. Taubaeva, S.I. Arkhangelsky, V.V. Kraevsky, Yu.K. Babansky,

V.P. Bespalko, B.S. Gershunsky, M.N. Skatkin, A.P. Seiteshev, B.A. Abdykarimov, G.T. Khairullin, V.V. Egorov, M.N. Sarypbekov, S.A. Abdraman, B.K. Mominbaev, S.T. Taubaeva.

Furthermore, the theory of developmental learning and personality-activity within the educational process has been elucidated by researchers such as A.N. Leontyev, Zh. I. Namazbaeva, N.B. Zhienbayeva, L.S. Vygotsky, P. Ya. Halperin, S.M. Dzhakupov and others.

Theoretical and methodological frameworks for shaping the professional competence of future foreign language teachers have been investigated in the works of scholars like V.A. Slastenyn, S.P. Brown, NezahatGuhlu, F.E. Weinert, N.V. Kuzmina, I.A. Zimnyaya, A.K. Markova, A.P. Tryapitsyna, S. Zh. Praliyev, B.A. Turgunbaeva, B.T. Kenzhebekov, and G. Zh. Menlibekova.

Presently, the educational system of the Republic of Kazakhstan is undergoing reforms to develop updated educational programs aligned with the state standards of the new generation. These programs aim to shape students as individuals equipped with essential skills and abilities, actively engaged in their learning process, capable of engaging in dialogue with diverse cultures, and motivated to carve out their own paths based on their age-specific characteristics [3].

As S.Zh. Praliev notes that to put innovations into practice, the teacher must have professional competence and professional level [4].

Traditionally, the objective of education has been centered around imparting specific knowledge, qualifications, and skills to graduates. However, the contemporary landscape calls for educators who are adept at practical problem-solving in both professional and personal realms, and who can effectively oversee the educational journey of their students. Hence, the current social context underscores the importance of exploring the "management competence" of professionals. In his address titled "New Kazakhstan in the New World," the Head of State emphasized the necessity of ensuring that high-quality educational services, meeting global standards, are accessible across the entirety of our nation.

Furthermore, investigations into the professional competence of educators have attracted significant attention. Prior to the 1980s, the concept of "teacher professional competence" was relatively limited in psychological and pedagogical literature. However, analysis of research conducted from the late 1990s to the present reveals the intricate nature of this phenomenon and the diverse range of interpretations it encompasses.

Upon reviewing the scientific literature, it becomes apparent that the notion of "professional competence" of a teacher (B.S. Gershunsky, T.V. Dobudko, A.K. Markova) is often interchangeable with the term "pedagogical competence". These terms are frequently used interchangeably, as noted by N.N. Lobanova. Some authors, while acknowledging the overlap between these concepts, prefer to combine them under the common term "professional pedagogical competence" (Yu. N. Kulyutkin, G.S. Sukhobskaya). According to E.M. Nikitina, a teacher's competence, which integrates both professional and personal traits, signifies their preparedness and capability to fulfill professional and pedagogical duties in accordance with the prevailing societal norms and standards.

A.K. Markova defines professional pedagogical competence as encompassing the knowledge, skills, and psychological attributes necessary for effective teaching, in adherence to established regulatory standards and norms. Markova's interpretation of a teacher's competence extends to both the process (such as pedagogical activities and interactions, as well as personal qualities) and the outcomes (including student education and development). He asserts that the knowledge and skills of a teacher are integral components of their professional practice [5].

Through an examination of a teacher's professional competence, we can categorize the skills essential for effective teaching alongside the personal attributes of the teacher. A.K. Markova highlights that a teacher's professional competence encompasses a significant proficiency in pedagogical practices, a dedicated pedagogical approach, the teacher's personal characteristics, and specialized efforts leading to successful outcomes in student instruction and development [6].

Also, G.M. Kojaspirova explains the teacher's professional competence as the necessary knowledge that determines the teacher's personality, the formation of pedagogical activities, pedagogical relationships, and certain values, ideals, and pedagogical consciousness as a teacher [7].

Furthermore, an examination of various definitions provided by numerous scholars regarding the professional competence of teachers reveals that it encompasses personal capabilities enabling independent and effective resolution of pedagogical tasks, as well as the integration of theoretical and practical training into their professional endeavors. G.E. Miller proposes a sequential progression of competence formation across four levels, beginning from the acquisition of knowledge ("know" level) and culminating in the demonstra-

tion of practical skills ("show how" level). In contemporary international contexts, it is common practice to translate competence standards into curriculum frameworks and assessments aimed at evaluating the quality of specialist training [8].

After analyzing the definitions mentioned above, it is evident that the professional competence of a teacher represents a holistic attribute manifested in the practical application of knowledge and qualifications across psychological, pedagogical, and subject domains. Consequently, innovative teaching methodologies serve as a specific form of professional engagement aimed at cultivating the professional competence of prospective foreign language instructors. The objective of the independent learning program designed for future foreign language educators is to foster the capacity to anticipate outcomes within a short timeframe through the utilization of a game-based approach.

The use of gaming technologies in vocational education and training in higher education has been considered repeatedly in the works of A.A. Andreev and Yu. V. Gushchin [9], E.M. Deeva [10], L.A. Didenko [11], E.V. Lyovkina and E.C. Ivantsova [12], S.B. Stupina [13], E.V. Fabrikantova [14], G.A. Fedotova and Ye.Yu. Ignatyeva [15], Yu. G. Fokin [16] and many others.

The potential of simulation games in stimulating students' cognitive engagement and preparing them for professional pedagogical roles requires thorough exploration. Our article will delve into the concept of simulation games, which are designed to replicate real-life processes, and analyze their utility in educational contexts.

The objective of this study is to assess the effectiveness of simulation games as a research instrument for addressing challenging pedagogical scenarios and to evaluate their applicability in investigating the problem-solving abilities of future foreign language teachers.

Simulation games, by their nature, simulate environments that prompt individuals to react in unconventional circumstances. Within these games, future foreign language educators navigate through problematic scenarios, modifying their everyday desires and behaviors to address situations that deviate from the usual norm.

Simulations represent a highly effective approach to foreign language instruction, fostering critical thinking and creativity while providing students with opportunities to enhance their speaking skills and utilize the target language in contexts closely resembling real-life situations.

These games facilitate communication through various means such as discussions, presentations, and collaborative interactions, thereby aiding in the adaptation to new environments. Key characteristics of simulation games include:

– Activity, nature of training;
– Group use;
– Creation of training services.

Hence, participants in the game must establish a framework of simulation techniques by reviewing materials related to a specific topic and addressing various scenarios. Incorporating game-based elements into the educational process serves the following objectives:

– Adaptation of students to the profession;
– Self-disclosure of participants;
– Development of behavioral skills;
– Consolidation of the group of participants.

So, the simulation game is the work of participants in a conventional, imaginary space that allows:

– increase the motivation of participants to work in the training and their involvement in the process due to a non-standard approach to the activity modeled by the game;

– get rid of specific, insignificant details and focus on the central, fundamental moments of the studied/processed process;

– consider future professional activity "from another plane" and find non-obvious, non-standard solutions to problems that seemed unsolvable with the "classical" approach [17, p.12-24].

Therefore, simulations offer diverse avenues for developing professional competence among prospective foreign language educators. A simulation game must adhere to a specific structure and address tasks aligned with the requirements of future language teachers.

Methods and materials

The aim of this research was to investigate the development of professional competence among future foreign language teachers through the utilization of game-based technology. Our study sought to experimentally assess the enhancement of communicative competence through the implementation of simulation games. The experimental phase aimed to evaluate the effectiveness of employing simulation games in foreign language instruction. This study aimed to examine the progression of communicative competence among prospective foreign language teachers during their university studies.

The central concept of the study revolves around the idea that cultivating the professional competence of foreign language teachers for student engagement is achieved through the creation of a gaming environment, enabling students to apply their acquired knowledge and skills creatively. Accordingly, university education for future foreign language teachers should equip them with a range of competencies essential for effective collaboration with students in problem-solving scenarios. From this perspective, a crucial aspect of our research goal is to justify the development of readiness among future foreign language teachers for secondary school teaching. Consequently, it is advisable to examine the potential of simulation games and other gaming technologies in preparing future language educators.

When shaping the professional competence of future foreign language teachers through simulation games, we grounded our approach on several foundational principles.

Theoretical, organizational, and methodological frameworks underpin the examination and application of simulation games as a method of instruction for future foreign language educators. These principles enable the comprehensive understanding of the unique attributes of simulation games within the higher education educational landscape.

The competency approach necessitates integrating professional and pedagogical competencies into the educational process, particularly in the organization of simulation-based activities.

According to O.E. Lebedev, a competent approach is a set of general principles for organizing the process of determining the purpose and content of education and evaluating the results [18].

According to Yu. G. Tatur, the competency approach can be defined as follows: "The competence of a higher education specialist encompasses the willingness and capability to utilize their potential—including knowledge, skills, experience, and personal qualities—for effective and innovative contributions in both professional and social contexts. This involves recognizing the societal importance and personal accountability for the outcomes of their endeavors, as well as a commitment to ongoing self-improvement"[19].

According to M.K. Akhmetova, S.S. Kunanbayeva, M.A. Kassymbekova competence approach is as one of the most modern and productive approaches in the educational process. Its implementation in the system of higher education will significantly increase the competitiveness of graduates in the international labor market [20].

The competency approach enhances the overarching objective of foreign language education, which is to cultivate professionals who are competitive in the job market, possessing competence, and specializing in the relevant areas of their profession. These individuals are prepared for consistent professional advancement, social integration, and mobility.

Principles guiding the construction of a simulation game include:

The principle of visibility entails ensuring that the structure of the game and the informational foundation of its system options are visually represented through tables, charts, graphs, and other means.

-the principle of autonomy — individual plots and episodes of the simulation model allow the game to be directed for a specific composition of participants, making it possible to build a course so that the simulation game becomes the core of the discipline being studied.

Implementing this principle involves ensuring that specific components of the simulation game can be conducted autonomously, achieved through the creation of multiple options for informational support within the game.

The principle of "openness" allows for individual elements of a simulation game to be integrated as pre-designed blocks in future developments.

The principle of gathering, organizing, and synthesizing expert information ensures that the simulation game is effectively executed by incorporating a meticulously crafted and refined methodology for expert evaluation into the material.

The principle of professional and personal development involves the future foreign language teacher's capacity to impartially evaluate their own actions, comprehend external perceptions of themselves, and un-

derstand how their personality and performance are perceived by colleagues. It entails the specialist's ability to engage in active introspection regarding their professional activities and self-identity. Professional competence serves as the primary catalyst for both personal and professional growth and self-improvement among future foreign language teachers.

Following this, the stages involved in developing the primary course for simulation games will be examined and given in Figure 1.
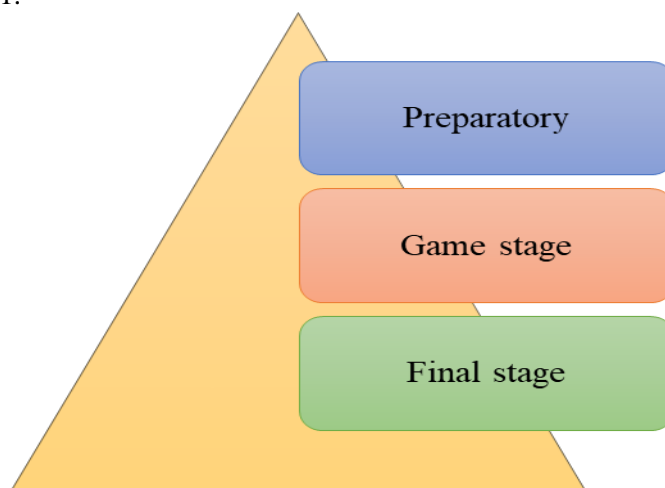

Figure 1. Stages of simulation game in the formation of professional competence of a future foreign language teacher.

Preparatory Phase: The leader conducts an analysis of the group's current condition and needs, initiates discussions regarding a problem or scenario portrayed in the game, familiarizes participants with methodological and game materials, provides instructions, and facilitates participants' immersion into the game environment.

Game Phase: Participants actively engage in simulating activities or interactive scenarios, progressing through multiple stages within the game, while the leader observes their behavior.

Final Phase: Teams defend their projects or propose solutions to the problems presented in the game, followed by post-game discussions. Participants reflect on the connections between their experiences in the game and real-life situations, exchange insights, and collectively summarize their experiences.

Situation 1Upon entering the classroom, the English teacher notices that the students have mischievously hung all the posters illustrating grammar schemes upside down to play a prank on her regarding the new grammar rules. The girls orchestrated this joke with the anticipation that the teacher would spend a few minutes of the lesson correcting the posters, thereby allowing them some time to amuse themselves. However, the teacher's response was to admonish the children, chastising them for disrespecting both themselves and the classroom environment. She insisted that they rectify their actions by re-hanging the posters correctly, making it clear that their misbehavior would not go unnoticed or unpunished.

Prediction: Through scolding and issuing threats, the teacher risks losing respect and authority from the girls, as such reactions are often expected when children engage in misbehavior. This response may inadvertently encourage further disruptive behavior, potentially leading to a cycle of bullying. Furthermore, consistent reactions of this nature could potentially result in the teacher experiencing heightened stress and emotional strain.

Solution: The teacher chooses a different approach for the lesson. They proceed with the class as usual, calmly explaining the material without addressing the incident. Recognizing the complexity of the rules and the inconvenience of cheating, the teacher allows additional time for students to copy the schemes into their notebooks. To reinforce comprehension and solidify learning, a ten-minute quiz is administered at the end of the lesson. This unexpected yet logical response from the teacher helps maintain order in the classroom while promoting a constructive learning environment.

Firstly, the girls maintained a disruptive atmosphere throughout the entire forty-minute lesson, displaying restlessness and agitation instead of focusing on the material being explained. Alternatively, they could have attentively listened to the teacher's instructions and completed independent work without relying on the posters.

Secondly, the teacher adeptly demonstrated her authority in the classroom and dictated the course of the lesson without resorting to swearing or shouting. Instead, she subtly conveyed her disapproval of the students' actions, portraying herself as a composed and rational figure.

Scenario 2: During a class session, the teacher distributes worksheets to the students and encourages them to identify and rectify any errors in their work. One student discovers a mistake that the teacher overlooked and announces it loudly to the class. How will the teacher respond in this situation, and why?

Scenario 3: During a seminar-style lesson, students express differing opinions, resulting in the class dividing into two subgroups, each advocating for conflicting viewpoints. One subgroup may support a perspective that is only partially accurate. How will the teacher address this situation, and why?

The teacher's response involves assigning tasks to each group: the first group is tasked with designing a method of pedagogical interaction, the second group is responsible for implementing the plan to solve a pedagogical task, and the third group is assigned to analyze the outcomes of the pedagogical task solution.

The teacher explains that the game will comprise multiple stages. At the conclusion of each stage, students are required to answer control questions, tackle proposed problems, and substantiate their decisions. Throughout the process, mutual assistance and consultations within each group are permitted.

Accurate responses, effective problem-solving, and strategic planning contribute to the team's accumulation of points and the recording of marks in the journal. Consideration is given to the depth of knowledge demonstrated, the efficiency of implementation, and the selection of the optimal solution for the pedagogical challenge.

The preparation of a simulation game commences with the crafting of a scenario—a hypothetical portrayal of the situation and its elements. The scenario encompasses the educational objectives of the lesson, a delineation of the problem under examination, a rationale for the assigned task, the game's procedural framework, a comprehensive overview of the gameplay, the scenario's content, and participant characteristics. Through engaging in such games, students are primed to navigate professional and social changes within natural and societal contexts.

In our methodology, we employed descriptions of simulation scenarios as the primary experimental material. As a result, the integration of simulation games into the training of future foreign language teachers has demonstrated positive effects on the enhancement of pedagogical skills and cognitive engagement, leading to improved knowledge quality among students. Consequently, it is imperative to intensify efforts in utilizing various methods within the realm of simulation games during the preparation of future educators. The implemented system of tasks utilizing simulation games has been found to positively impact the enhancement of training quality for future foreign language teachers and foster cognitive interest in their field of study.

Results and Discussions

Experimental work was carried out with 4th-year students of the specialty "6B01705-Foreign Language: two foreign languages" under the educational program of foreign languages and Translation Studies of the Higher School of Humanities of Zhetysu University in Taldykorgan.

The objective of the experiment is to cultivate a behavioral strategy and the capacity to navigate common situations encountered in school settings. A distinguishing aspect of this classroom format is that the aim and outcomes revolve around the transformation of the participant, evident in the acquisition of new modes of operation and the enhancement of personal traits and skills. Despite the popularity of simulation games as an instructional method for students, it is essential for them to consistently achieve their intended objectives. The objectives of the experiment are as follows:

− to design simulation scenarios aimed at assessing the professional capabilities of future foreign language teachers.

− to curate diagnostic materials for evaluating the initial proficiency level of participants' professional activities at the commencement of the experiment.

− to establish criteria and benchmarks for assessing the professional competence of future foreign language teachers.

The readiness level of future foreign language teachers in their professional activities is determined according to the following criteria:

− A high level indicates the capability to independently and convincingly derive one or more direct conclusions from a single initial premise.

– A medium level corresponds to the ability to draw several concurrent and distinct direct conclusions based on various sets of data.

– A low level corresponds to the capacity to infer one or more indirect conclusions from one or more sets of data, with all inferences remaining isolated.

When teachers encounter challenging situations, they are compelled to subject the issue to analysis. This involves identifying the underlying causes, understanding the nature of the problem, and evaluating individual facts within the broader context of their professional activities. The result of such analysis will be a task to be solved in the existing situation. Intuition is of essential importance here since tasks that arise each time in the pedagogical process must often be solved under conditions of a lack of time and information about a particular phenomenon given in Figure 2.
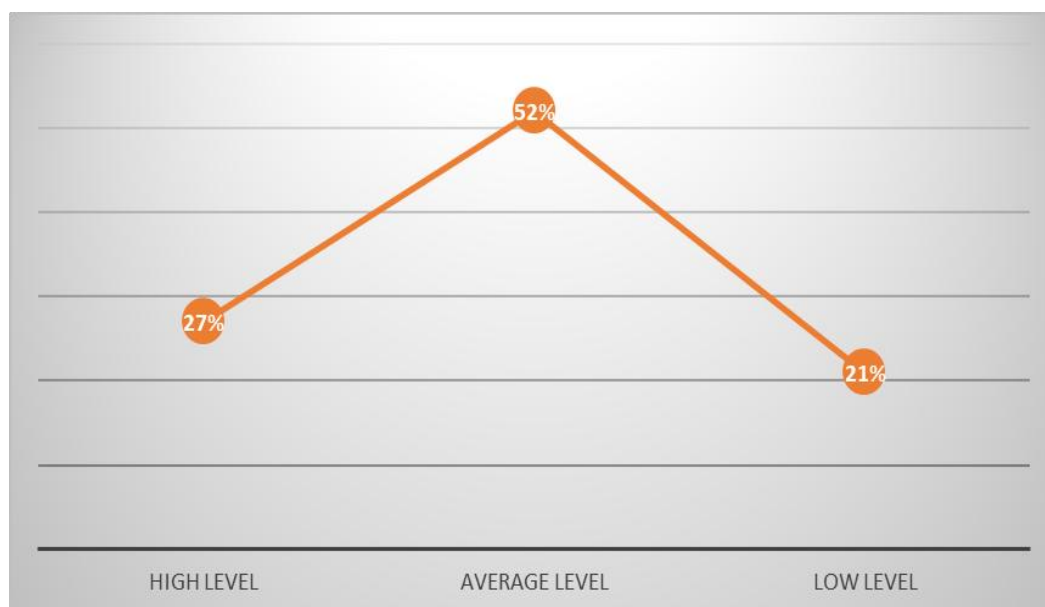

Figure 2. Indicators of simulation tasks in the classroom.

After examining the aforementioned scenarios, we proceeded to analyze the outcomes. The data revealed that only 27 % of students expressed interest in these situations for their professional self-improvement, while 52 % regarded them as essential for learning the discipline. Meanwhile, 21 % did not articulate a definitive stance. However, students acknowledged that despite encountering teaching situations, regrettably, they were unable to resolve them.

Note that some respondents stated that they want to demonstrate their ability to solve such situations for professional purposes (56 %) and for self-education (44 %). Results given in Figure 3.
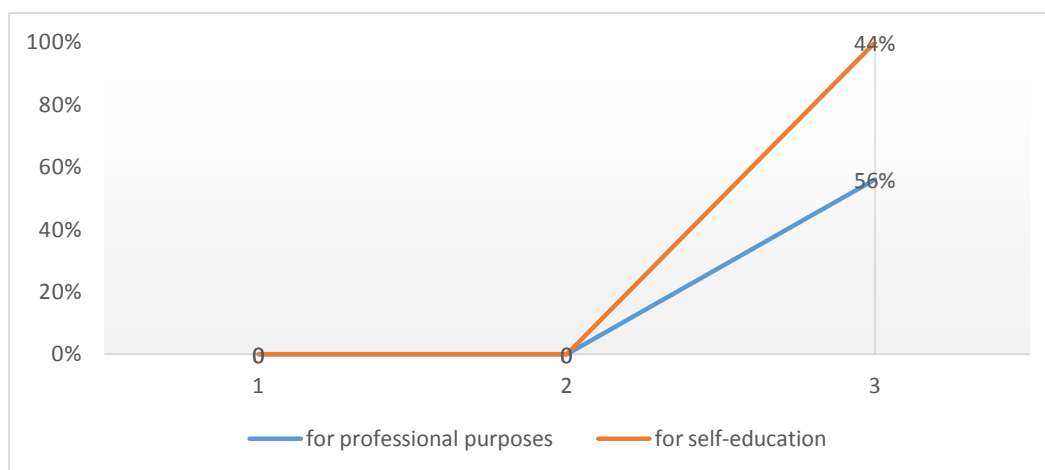

Figure 3. Quantity of the respondents in demonstrating their abilities in solving simulation tasks.

Hence, an imitative situation entails the recognition by a subject of personally and professionally significant dilemmas within pedagogical practice. It is not only crucial for future teachers to acknowledge these dilemmas but also to recognize the necessity of seeking resolutions for them. Each subjective reflection on a complex situation should directly address the task at hand. In real-world teaching scenarios, situations are not presented as explicit tasks, hence there is a requirement to frame them as "constructs". The process of framing is accomplished through problem-solving within the situation, which enables the clarification of uncertainties and consequently determines the purpose of pedagogical actions in that specific context.

Pedagogical tasks are resolved through the teacher's pedagogical and value orientations, as well as their intellectual, emotional, and volitional attributes. These qualities play a crucial role in determining the success of achieving educational objectives and reflect the teacher's preparedness to creatively address pedagogical challenges.

Conclusions

In conclusion, the importance of implementing simulation games for students prior to embarking on pedagogical practice becomes evident. The integration of simulation games during the study of methodological disciplines notably enhances the depth and effectiveness of developing professional pedagogical skills.To begin with, students demonstrate heightened levels of engagement. Additionally, they exhibit increased confidence from the outset of their practical experience, leading to greater participation in educational activities and higher-quality implementation. They also display enhanced flexibility in employing diverse methodological skills. This heightened satisfaction with the learning process contributes positively to the development of students' motivational aspects in their professional and pedagogical development. Furthermore, the incorporation of experimental material derived from pedagogical practice aids in the application of students' acquired knowledge. Thus, the integration of simulation games in the training of future foreign language teachers can effectively foster the gradual and consistent development of professional qualities.

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Симуляциялық ойындар арқылы болашақ шетел тілі мұғалімінің кәсіби құзыреттілігін қалыптастыру ерекшеліктері

Мақалада болашақ шетел тілі мұғалімдерінің кәсіби құзыреттілігін қалыптастыру үшін симуляциялық ойын әдісін қолданудың маңыздылығы, сондай-ақ оның тиімді даму әсері сипатталған. Студенттердің кәсіби өсуіне ықпал ететін имитациялық ойынның принциптері мен әдістері қарастырылады. Мақала авторлары болашақ шетел тілі мұғалімдерінің кәсіби даму қажеттілігін атап өтіп, имитациялық тапсырмалардың әлеуетін ашады. Имитациялық ойын арқылы оқыту бір уақытта екі мақсатқа жетуге мүмкіндік беретіні атап өтілген. Сонымен қатар, авторлар симуляциялық ойындарды қолдану оқу процесіне қызықты және іс жүзінде бағдарланған сипат беретінін, студенттердің еңбек нарығында бәсекеге қабілеттілігін арттыратын ынтымақтастық және сыни ойлау сияқты әмбебап құзыреттіліктерін дамытуға ықпал ететінін атап өтеді. Мақалада авторлар модельдеу ойын әдісінің негізгі кезеңдерін егжей-тегжейлі сипаттайды және кәсіби құзыреттілікті дамыту үшін бірқатар оңтайлы лингвомазмұндық тапсырмаларды ұсынады. Жоғарыда айтылғандардың негізінде авторлар болашақ мұғалімдерді дайындау кезінде жоғары оқу орындарында шет тілін оқытудың тиімді әдісі ретінде симуляциялық ойынды енгізу қажеттілігі туралы қорытынды жасайды. Бұл мақаланың мақсаты — шетел тілін оқытудың тиімділігін арттыру үшін имитациялық тапсырмаларды пайдалану әлеуетін талдау. Мақаланың негізгі мақсаты — симуляциялық ойындар әдісінің ережелері мен принциптерін сипаттау, сондай-ақ болашақ шетел тілі мұғалімдерін даярлауда мұндай ойындарды қолданудың дидактикалық принциптерін тұжырымдау. Зерттелген теориялық дереккөздерге және симуляциялық ойындарды қолданудағы өзіндік тәжірибесіне сүйене отырып, авторлар тілді оқыту әдістемесінің талаптарына сәйкес келетін шетел тілін оқытуға арналған тапсырмалар кешенін ұсынады.

Кілт сөздер: симуляциялық ойын, болашақ маман, коммуникативті құзыреттілік, кәсіби құзыреттілік, педагогикалық тапсырма, принциптер, шетел тілі мұғалімі, білім беру ортасы.

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Особенности формирования профессиональной компетенции будущего учителя иностранного языка посредством имитационных игр

В статье подчеркивается важность использования симулятивно-игрового метода для формирования профессиональной компетенции будущих учителей иностранного языка, а также описывается его эффективное развивающее воздействие. Рассматриваются принципы и методы имитационной игры, способствующие профессиональному росту студентов. Авторы статьи подчеркивают необходимость профессионального развития будущих учителей иностранного языка и раскрывают потенциал симулятивных заданий. Отмечается, что обучение через имитационную игру позволяет одновременно достигать двух целей. Кроме того, авторы отмечают, что использование игр-симуляторов придает учебному процессу интересный и практически ориентированный характер, способствует развитию у студентов универсальных компетенций, таких как сотрудничество и критическое мышление, что повышает их конкурентоспособность на рынке труда. В статье авторы подробно описывают основные

этапы метода игры-симуляции и предлагают ряд оптимальных лингвосодержательных заданий для развития профессиональных компетенций. На основе изложенного авторы делают выводы о необходимости внедрения имитационной игры как эффективного метода обучения иностранным языкам в высших учебных заведениях при подготовке будущих преподавателей. Цель данной статьи заключается в анализе потенциала использования имитационных заданий для улучшения эффективности обучения иностранному языку. Основной задачей статьи является описание правил и принципов метода имитационных игр, а также формулирование дидактических основ использования таких игр в подготовке будущих учителей иностранного языка. На основе изученных теоретических источников и собственного опыта применения имитационных игр авторы предлагают комплекс заданий для обучения иностранному языку, соответствующий требованиям методики обучения языкам.

Ключевые слова: симулятивные игры, будущий специалист, коммуникативная компетенция, профессиональная компетенция, педагогические задачи, принципы, учитель иностранного языка, образовательная среда.

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