



Creating A Positive Climate: A Didactic Resource For English Language Assessment

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ABSTRACT

In the article the author offers educational technology didactic business game as a method of knowledge control in order to relieve the psychological discomfort of students. Unbalanced students, inadequate behavior in testing classes is an urgent problem at the universities. The author describes the solution of this problem through the correct choice of the testing lessons organization form, namely, the exam in the form of didactic business games.

1. Introduction

The most important problem facing university teachers when working with first-year students is psychological discomfort, imbalance in the exam, and especially at the entrance testing at the beginning of the semester. Freshmen are yesterday's school-leavers.

Not all students can mobilize and demonstrate their knowledge at the exam. Usually nervous state and panic fear prevent them from successfully passing the testing.

Sometimes teachers observe strong excitement even if the person is confident in their own abilities, because many students have formed a wrong attitude to the exam, test.

It is the teachers who bear the main responsibility, in the preparation of the future student, the formation of skills to take the exam, the ability to demonstrate their knowledge. Students should already enter the university with the skills they have developed.

In connection with the new requirements and the abolition of pedagogical universities, any engineer in the Russian Federation can work in a university, in education there is a tendency of universality of teachers, an engineer is invited from enterprises. One teacher conducts several subjects simultaneously, especially it is characteristic for technical universities. Therefore, the correct choice of methods of teaching disciplines in order to relieve the psychological discomfort of students when passing the exam and also better assimilation of educational material remains an actual problem for today.

2. Methodology

In order to solve the problem, we used theoretical (analysis, generalization) and empirical (pedagogical experiment, testing, pedagogical observation, study of psychological, pedagogical and methodological literature) methods.

3. Results

The problem of control of educational achievements is always very urgent, especially in humanitarian

subjects at a technical university, where there is a boundary between theoretical knowledge and practical skills and abilities of students. Students can know the rules of grammar successfully, but they do not have the practical skills of speaking.

What is control? "Control" means the identification, measurement and evaluation of knowledge, skills of trainees. Control includes evaluation as a process and an evaluation as a result of verification (Belkin, 2005).

Therefore, we can argue that knowledge control is the identification of the correspondence between the formed amount of knowledge of students to the requirements of a standard or a program, as well as the determination of the level of knowledge and skills.

"Methods of control are the methods of the teacher and students' activity, during which the assimilation of the educational material and the acquisition of the required knowledge, skills and skills by the students are revealed" (Starikova et al, 2018).

From their pedagogical experience, the teachers of the branch of Tyumen Industrial University believe that one of the effective methods of control in order to relieve the psychological discomfort of students is - is a "business game". In this type of game, a structure is revealed, the main elements characterizing the game as a form of learning and playing activity simultaneously (Smirnova, 2018).

The process of the game is subordinated to the decision of the didactic task, which is always connected with a certain theme of the curriculum, or in the case when the didactic goal is to repeat, consolidate, check previously acquired knowledge; we call this game a controlling game.

Teachers also use didactic games as a game technique in the learning process. With their help, we are able to deepen and consolidate the knowledge gained by the students, develop the skills they have acquired. The teacher must play the role of both the organizer and the leader. If the game is already familiar to the children, then they remember only the rules.

The place of the didactic game in the structure of the lesson and the combination of the elements of the game and the doctrine largely depend on the correct understanding by the teacher of the functions of the didactic games and their classifications. Games are classified according to the didactic tasks of the lesson.

Such educational technology as a didactic game at a control event is widely used in our lessons, where students model a real life and professional situation.

The most common and widespread in the technical sciences is the term "business game", although there is no consensus on terminology among specialists.

When conducting classes under a didactic business game, we will understand the process in which the two parties involved take an active position and are fighting for the realization of their interests. Each of the parties has its own goals and objectives and must use some kind of own strategy, which can lead to a win or loss.

We prefer this form, because the value of the game is determined by the fact that in the process of solving certain problems, not only knowledge is activated, but also collective forms of communication are developing, that is, communicative competence develops. The educational business game is a practical lesson modeling various aspects of the professional activity of trainees, contributing to the improvement of their foreign language speech, as well as a more complete mastery of a foreign language as a means of professional communication and the subject of study (Trubitsina, 2018). Therefore, the didactic business game thus provides and stimulates the learning function as it promotes the development of speech skills, the formation of cognitive and professional motives and interests, skills of social interaction and communication. But the didactic business game does not exclude the educational function, which is that it is in business games that discipline, mutual assistance, activity in various activities, self-reliance, ability to defend one's point of view, show initiative, which is important in the first year, during the period adaptation of students to the learning process.

Didactic business game has the game elements and individual, inherent only in this kind of games, namely:

1. control of game time;
2. simulation in the game close to the real conditions of professional activity of the trainees (imitating);
3. mandatory joint activities of the participants in the game, performing the roles provided in the game;
4. a phased development, as a result of which the fulfillment of the tasks of the previous stage affects the course of the subsequent one;
5. rules governing the course of the game;
6. system for assessing the course and results of the game, previously developed and used in this game;
7. element of the competition (Popkov, 2017).

The technology of the business game consists of the following stages:

1. Preparation. The preparation of a business game begins with the development of a scenario - the objective content of the situation and the object. Then a plan is drawn up for the game, a sequence of actions is described - this is the task of the teacher.

The instructor should have a general description of the game procedure and clearly represent the characteristics of the actors, this can be a block diagram or a route map for students.

2. The stage of explanation.

At this stage there is input into the game, the orientation of the participants, the definition of the mode of work, the formulation of the main goal of the lesson, and it is also necessary to justify the students in posing the problem and choosing the situation. Pre-prepared packages of necessary materials, instructions, rules are issued. If necessary, students ask the teacher for help with additional explanations. The teacher should set the students to the fact that one should not passively pass the game, violate the rules and ethics of behavior. Students must pre-represent real processes-prototypes of simulated reality, and also know their roles and functions that can be displayed in the route map

3. The game.

The carrying out process is the process of controlling knowledge. At this stage, students play out the situation proposed by him, performing certain roles, demonstrating their knowledge and skills.

4. Stage of analysis and generalization.

At the end of the game, the teacher, together with the students, conducts a generalization, i.e. students exchange opinions, which, in their opinion, turned out, and what else is worth working on. In conclusion, the teacher ascertains the achieved results, marks mistakes, formulates the final result of the lesson. The analysis draws attention to the correspondence of the simulation used with the corresponding area of the real situation (Ibatova, 2017).

Here are some examples of working with students.

The plan for the didactic business game "At the Airport"

Stage 1. The teacher introduces the terms of the game.

The audience space is organized in the form of offices "CHECK IN ", "CUSTOMS", "PASSPORT CONTROL", "BAGGAGE CLAIM ", "WAITING ROOM", " INFORMATION SERVICE ", "CURRENCE EXCHANGE" and others.

In each department there is an inspector with a card (variants of questions to passengers, variants of answers).

CARD 1.

Customs officer	Passenger
Welcome to [Canada]. May I see your passport?	Sure. Here it is. / Here you are.
Where are you coming from?	I'm coming from [France].
What is the purpose of your visit?	I'm here on business / visiting relatives / as an exchange student / as a tourist.
How long are you planning to stay?	I'll be staying for three weeks / for 1 month / until tomorrow / until next Tuesday.
Where will you be staying?	I'll be staying at a hotel / at my aunt's house / at a dormitory.
Have you ever been to [Canada] before?	No, this is my first time. / Yes, I often go here on business.
Do you have anything to declare?	No, nothing. / Yes, I've got something.
You declare here that you haven't got weapons / drugs / icons / antiques / military equipment / prohibited or restricted articles / manuscripts / numismatics. Do you confirm your written statement?	I fully confirm my statement.
Enjoy your stay.	Thank you.

CARD 2.

Excuse me, where can I check-in? (Where's the check-in desk, please?)
 (Is this the right check-in for Tokyo?)



You can check-in here / over there.		
Can I see your ticket, please?	⇒	_____
Would you like an aisle seat or a window seat?		_____

How many pieces of luggage do you have?	⇒	_____
Is that your luggage?		_____
Did you pack your bags / case yourself?		_____



I'm flying to [Sapporo]. Do I need to clear customs in [Tokyo]?



Yes, you do. (No, you can clear customs in Sapporo.) (Have a good flight.)	⇒	Is that K3?	⇒	I'm not sure. I don't know. (Yes, it is – I'm sorry.)
		I think you're on my seat.		

CARD 3

CUSTOMS DECLARATION

Full name _____

Citizenship _____

Arriving from _____

Country of destination _____

Purpose of visit (business, private, tourism, etc.) _____

My luggage (including hand luggage) submitted for Customs inspection consists of _____ pieces.

With me and in my luggage I have:

1. Weapons of all descriptions and ammunition _____

2. Narcotics and appliances for the use there of _____

3. Antiques and objects of art (paintings, drawings, icons, sculptures, etc.)

4. Russian roubles, Russian State Loan bonds. Russian lottery tickets

5. Currency other than Russian roubles (bank notes, exchequer bills, coins), payment voucher (cheques, bills, letters of credit, etc.), securities (shares, bonds, etc.) in foreign currencies, precious metals (gold, silver, platinum, metals of platinum group) in any form or condition, crude and processed natural precious stones (diamonds, brilliants, rubies, emeralds, sapphires and pearls), jewelry and other articles made of precious metals and precious stones, and scrap thereof, as well as property papers:

6. Russian roubles, other currency, payment vouchers, valuables and any objects belonging to other persons

Description	Amount/quality in figures/in words	For official use
Pounds sterling		
US Dollars		
Euro		

I am aware that, in addition to the objects listed in the Customs Declaration, I must submit for inspection: printed matter, manuscripts, films, video and sound recordings, postage stamps, pictorial matter, etc., as well as items not for personal use.

I also declare that my luggage sent separately consists of _____ pieces.

(Date) _____ 20 ____ Owner of luggage _____ (signed)

Students, communicating in English, play roles, register, pass passport control, fill in the customs declaration, hand over the luggage, receive a boarding pass and are identified with the gate. Analysts evaluate the dialogues, reveal inaccuracies.

Tasks for enhancing vocabulary and knowledge of students:

1. Fill in the declaration.
2. Register.
3. Get a boarding pass.
4. Find out your way out for the flight.

The plan for the didactic business game "Job Hunting"

According to the rules of the game, all students who are currently unemployed. They come to the enterprise, the firm to get a job. The representative of the enterprise informs that for today there are vacancies for the following jobs.

Students will have to pass an interview for these positions. Questions, answers to which the employer wishes to hear, are distributed to all applicants.

The answers are given within 7-10 minutes. For one job can claim 2-3 people. Assessment of knowledge is made by representatives of the employer (the jury). The distribution of roles in a business game is carried out by the students themselves under the guidance of the teacher. The business game "Job interview" is conducted independently, the teacher directs the game.

An important point of the lesson is the desire of students to show their knowledge and skills to apply them in practice. To do this, members of the jury (representatives of the employer) and the teacher pre-prepare questions, production situations.

After all applicants for the proposed jobs are listened to, the employer's representative sums up the results, offering jobs to the most distinguished students.

Other variants of games: "Advertising or the action spent by the enterprises"; "Court" and others.

4. Conclusions

Carrying out a qualitative analysis of the results of the introduction of such technology as didactic business games in foreign language lessons in higher education, one can say that students have a decrease in the manifestation of their insecurity and their abilities. With this form of lesson organization, knowledge control is perceived as a test of knowledge simply. Teachers and students of the branch of Tyumen Industrial University note an increased interest in learning and using knowledge and skills in a foreign language in professional activities, which was expressed in a positive emotional attitude to this activity, increasing the level of activity when learning a foreign language. Modeling the game situation, students forget about the control measure, which enables them to correctly use the language system for communication, enter into communication, support, complete it without difficulties to build their own strategic line of communication.

Therefore, these results give grounds to argue that the problem of overcoming psychological discomfort in test events, testing can be solved, teachers need to choose the correct method of control, one of such methods is didactic business game.

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