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USING GAMES IN TEACHING ENGLISH TO ECONOMICS STUDENTS

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Abstract. This article explores the effectiveness of using educational games in teaching English to students majoring in economics. It examines how game-based learning activities can improve students' vocabulary, grammatical knowledge, speaking, listening, and professional communication skills. Particular attention is paid to the application of business simulations, role-playing games, vocabulary competitions, financial decision-making activities, and interactive digital games in English language lessons. The article emphasizes that game-based learning increases students' motivation, encourages active participation, and creates opportunities to use English in practical economic and business situations.

Keywords: game-based learning, English language teaching, economics students, educational games, business English, interactive methods, motivation, professional vocabulary, communicative competence, higher education.

INTRODUCTION

In the modern educational environment, English language proficiency is an essential requirement for future economists. Globalization, international trade, financial cooperation, and the development of business relations have increased the importance of English as a means of professional communication.

Students majoring in economics need not only general language knowledge but also the ability to communicate using specialized economic and business terminology. They should be able to participate in business negotiations, discuss financial issues, prepare reports, analyze economic information, and communicate with international partners.

However, traditional teaching methods do not always provide sufficient opportunities for students to practice English in realistic professional situations. In this regard, the use of educational games represents an effective pedagogical approach that combines language learning with active participation and practical activities.

Game-based learning creates a positive educational atmosphere, encourages cooperation, and helps students apply their knowledge in meaningful communicative situations.

Educational games are activities organized according to specific rules and objectives to support the learning process. They combine educational content with elements of competition, cooperation, creativity, and problem-solving.

In English language teaching, games can serve several important pedagogical functions.

First, they increase students' motivation and interest in learning. Second, they create opportunities for repeated practice of vocabulary and grammatical structures. Third, they encourage communication and cooperation among students. Finally, they help learners overcome the fear of making mistakes when speaking a foreign language.

For economics students, educational games are particularly valuable because they can be designed around professional topics, including banking, marketing, entrepreneurship, accounting, taxation, international trade, and financial management.

Through such activities, students learn to use English not only as an academic subject but also as a practical instrument of professional communication.

Different types of educational games can be integrated into English lessons according to students' language levels and professional interests.

1. Vocabulary games

Vocabulary games help students memorize and use economic terminology. Teachers can organize matching activities, word puzzles, flashcards, and terminology competitions.

For example, students can match the following terms with their definitions:

- Inflation – a general increase in the prices of goods and services.
- Investment – the use of money to generate future income.
- Revenue – the total income generated by business activities.
- Profit – the financial gain obtained after deducting expenses.
- Taxation – the system of collecting taxes by the government.

Such activities develop students' professional vocabulary and improve their ability to recognize economic concepts in English.

2. Business role-playing games

Role-playing activities allow students to participate in simulated professional situations. Students can act as business managers, customers, investors, financial consultants, or company representatives.

For example, one student may act as a company manager, while another represents a potential investor. Their task is to discuss investment opportunities, negotiate financial conditions, and reach a business agreement in English.

This activity develops speaking skills, professional vocabulary, negotiation techniques, and communicative confidence.

3. Business simulation games

Business simulations reproduce real economic situations in the classroom. Students are divided into groups and asked to manage a fictional company, make financial decisions, determine product prices, calculate expenses, and develop marketing strategies.

During the activity, students discuss their decisions in English and explain the reasons behind their choices.

Business simulations integrate language learning with professional knowledge and critical thinking.

4. Financial decision-making games

These games require students to solve financial problems and make decisions based on available information.

For example, students receive a fictional company budget and must decide how to distribute financial resources among production, marketing, salaries, and investment.

Students explain their decisions using English expressions such as:

- We should increase our investment.
- The company needs to reduce its expenses.
- This strategy may increase our profit.
- We should consider the market demand.

Such activities develop both language competence and economic reasoning.

5. Digital educational games

Modern digital technologies provide additional opportunities for organizing interactive English lessons. Platforms such as Kahoot!, Quizizz, and Wordwall can be used to create vocabulary quizzes, grammar competitions, and terminology tests.

Digital games provide immediate feedback and allow teachers to monitor students' learning progress.

They also make lessons more engaging and encourage students to participate actively.

The effectiveness of educational games depends on their appropriate selection and organization. Teachers should consider the lesson objectives, students' language proficiency, and the professional content of the subject.

The following examples demonstrate how games can be used in English lessons for economics students.

Game 1: Economic Terminology Challenge

Objective: To develop students' knowledge of economic vocabulary.

Procedure: Students are divided into two or three teams. The teacher presents economic terms, and participants explain their meanings in English. The team that provides the most accurate explanations receives points.

Expected outcome: Improvement of professional vocabulary and speaking skills.

Game 2: Business Negotiation

Objective: To develop professional communication and negotiation skills.

Procedure: Students work in pairs. One student represents a company that wants to attract investment, while the other acts as an investor. They discuss business opportunities, financial risks, expected profits, and investment conditions.

Expected outcome: Development of speaking fluency, argumentation, and professional communication.

Game 3: Market Competition

Objective: To practice economic vocabulary and persuasive communication.

Procedure: Students are divided into groups representing competing companies. Each group prepares a short advertisement for a product or service and presents its marketing strategy in English.

Expected outcome: Development of presentation skills, creativity, and marketing vocabulary.

Game 4: Manage Your Budget

Objective: To develop financial vocabulary and decision-making skills.

Procedure: Students receive a fictional budget and a list of business expenses. They must allocate financial resources, justify their decisions, and present their financial plans in English.

Expected outcome: Improvement of economic reasoning and language application in practical situations.

RESULTS AND DISCUSSION

The analysis of game-based learning approaches demonstrates their potential to improve the quality of English language instruction for economics students.

Educational games create opportunities for students to use foreign language knowledge in realistic and professionally relevant situations. Unlike activities based exclusively on memorization, games encourage learners to communicate, solve problems, exchange information, and make decisions.

The main educational advantages of game-based learning include:

1. Increased motivation and active participation.

2. Improved acquisition and retention of professional vocabulary.
3. Development of speaking and listening skills.
4. Strengthening of teamwork and communication abilities.
5. Improvement of critical thinking and problem-solving skills.
6. Integration of English language knowledge with economic concepts.

Nevertheless, teachers should ensure that games remain connected to the learning objectives. Excessive competition, unclear instructions, and activities that do not correspond to students' language levels may reduce their educational effectiveness.

Therefore, educational games should be carefully planned, systematically implemented, and followed by feedback and assessment.

CONCLUSION

The use of educational games in teaching English to economics students is an effective pedagogical approach that combines language acquisition with professional and practical activities.

Vocabulary games, business simulations, role-playing activities, financial decision-making tasks, and digital educational games create opportunities for students to develop their linguistic and professional competencies.

These activities encourage active participation, increase learning motivation, improve professional vocabulary, and strengthen students' ability to communicate in English in economic and business contexts.

In conclusion, the systematic integration of game-based learning into English language instruction can contribute to developing students who are linguistically competent, professionally prepared, creative, and capable of participating in international economic communication.

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