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THE USE OF DIDACTIC GAMES IN THE UKRAINIAN LANGUAGE CLASSES UNDER PROFESSIONAL GUIDANCE AS A MEANS OF IMPROVING SPEAKING CULTURE OF FUTURE BACHELORS

O. A. Hordiienko*

The question of the formation of the language personality of a student of higher education and increasing interest in learning has always been the focus of psychological-pedagogical and methodical research and remains extremely relevant to this day. The issue of speech culture, which is formed in classes on educational components of the humanitarian direction, among which the leading role belongs to language disciplines, in particular, classes on the Ukrainian language in a professional direction, is of considerable importance for the implementation of professional activities and for solving organizational issues.

The article is devoted to the issue of finding such forms and methods of work in Ukrainian language classes for students of higher education institutions, which would promote the activation of students' educational activities, increase their interest in learning, and improve speech culture. The purpose of the article is to highlight the issue of the use of didactic games in Ukrainian language classes for professional orientation as a means of forming the rhetorical competence of future bachelors and improving the level of their speech culture. The article clarifies the role of interesting exercises in the formation of linguistic, communicative, and rhetorical competence of the student of education, and describes the method of organizing classes using didactic games, which will contribute to the development of non-standard thinking, and creativity of students. Features of the use of didactic games in classes are described and concrete examples are given. The results of the study showed that classes using didactic games contribute to the development of the student's creative personality, improvement of the communicative qualities of his speech, improvement of general culture, formation of moral factors, and indifference to the history and language of his native people. The methodical principles of using didactic games in Ukrainian language classes for professional orientation are scientifically substantiated; the method of using such exercises while working on language material was developed and checked, and the proposed method was checked, which contributes to the students' conscious assimilation of the educational material. It can be implemented in the educational process and used to improve programs and textbooks. Prospects for further research in this field are outlined.

Key words: student of higher education, Ukrainian language for professional direction, didactic games, speech culture, interesting exercises, didactic games.

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ВИКОРИСТАННЯ ДИДАКТИЧНОЇ ГРИ НА ЗАНЯТТЯХ З УКРАЇНСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ ЯК ЗАСОБУ ВДОСКОНАЛЕННЯ КУЛЬТУРИ МОВЛЕННЯ МАЙБУТНІХ БАКАЛАВРІВ

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Питання становлення мовної особистості здобувача вищої освіти, підвищення інтересу до навчання завжди було в центрі уваги психолого-педагогічних та методичних досліджень та залишається вкрай актуальним й дотепер. Неабияке значення для реалізації професійної діяльності, для вирішення організаційних питань має питання культури мовлення, яка формується на заняттях з освітніх компонент гуманітарного спрямування, серед яких провідна роль належить мовним дисциплінам, зокрема, заняттям з української мови за професійним спрямуванням. Статтю присвячено питанню пошуку таких форм, методів і прийомів роботи на заняттях з української мови для студентів закладів вищої освіти, які сприяли б активізації навчальної діяльності студентів, підвищенню їх інтересу до навчання, вдосконалювали культуру мовлення. Мета статті – висвітлити питання використання дидактичних ігор на заняттях з української мови за професійним спрямуванням як засобу формування риторичної компетентності майбутніх бакалаврів, підвищення рівня культури їх мовлення. У статті з'ясовано роль цікавих вправ у формуванні мовно-комунікативної та риторичної компетентності здобувача освіти, описано методіку організації занять з використанням дидактичних ігор, які сприятимуть розвитку нестандартного мислення, креативності студентів. Подано характеристику особливостям використання дидактичних ігор на заняттях та наведено конкретні приклади. Результати дослідження показали, що заняття з використанням дидактичних ігор сприяють розвитку творчої особистості студента, покращенню комунікативних якостей його мовлення, підвищенню загальної культури, формуванню моральних чинників, небайдужості до історії та мови рідного народу. Науково обґрунтовано методичні засади використання дидактичних ігор на заняттях з української мови за професійним спрямуванням; розроблено й перевірено методіку використання таких вправ під час роботи над мовним матеріалом, проведено перевірку запропонованої методіки, яка сприяє свідомому засвоєнню студентами навчального матеріалу. Вона може бути впроваджена в навчально-виховний процес, використана для вдосконалення програм і підручників. Окреслено перспективи подальших досліджень в означеній галузі.

Ключові слова: здобувач вищої освіти, українська мова за професійним спрямуванням, дидактичні ігри, культура мовлення, цікаві вправи, дидактичні ігри.

Introduction of the issue. A lot has been written about the positive influence of didactic games on the level of mastery of academic subjects. We are convinced of this again and again from our own experience, when it was the game that helped to interest students of a wide variety of specialties, far from philology, for example, the faculty of physical culture and sports, in issues of speech culture.

In our opinion, this happened primarily because such games enliven classes, and introduce elements of competition, which allows you to express yourself, demonstrate your skills, and surpass others.

The interest that arises quickly ensures a stronger assimilation of theoretical knowledge by students, the level of their communication culture increases, and this

forms communicative competence, which means that in the future they will perform their professional duties better.

Modern pedagogical science does not associate interest with only one aspect of human activity – only intellectual, emotional, or volitional, believing that interest is characterized by a complex integration of intellectual, emotional, and volitional processes, their interpenetration, and influence on one another.

Researchers of interest unanimously note its positive impact on all mental processes and functions: perception, memory, thinking, and will.

One of the most important conditions for interest in educational activity is its diversity: the diversity of the material being studied, and the diversity of teaching methods and techniques. For

students of education to look forward to classes, and to want to follow what is happening in the classroom, there must be something new in the material of each class, in its organization.

The development of cognitive interest is facilitated by such an organization of education, when the student acts actively, is involved in the process of independent search and discovery of new things, and solves problematic issues. There are many ways to activate the cognitive activity of education seekers. One of them is the use of didactic games.

The phenomenon of the game attracted the attention of scientists from various fields of science: philosophers, sociologists, psychologists, and teachers. In particular, thinkers of the past (Aristotle, Plato, J.-J. Rousseau, G. Spencer, J. Locke, J. Comensky, G. Skovoroda, etc.) reflect philosophical, cultural and pedagogical approaches to the game. S. Shatskyi, A. Makarenko, V. Sukhomlynskyi, and others considered the assessment of game activity and the meaning of the game in various pedagogical aspects in their works. The psychological features of the game were revealed in the studies of B. Ananiev, L. Vygotsky, O. Leontiev, S. Rubinstein, D. Elkonin and other scientists. The game as an important form of life activity was the object of consideration of many branches of scientific knowledge. In the creative work of psychological science, the socio-historical (H. S. Hall), biological (K. Gross), psychoanalytic (Z. Freud) nature of play was investigated. All this testifies to the constant interest of science in the defined scientific problem and once again emphasizes its relevance.

Current state of the issue. Modern scientific and methodological literature does not provide a single approach to the interpretation of pedagogical games. They are considered as games, simulation games, educational and pedagogical games, professional, didactic, business games, etc. Game pedagogy at the modern stage has been significantly enriched by socio-game pedagogy (A. Yershova, V. Bukatov), V. Bykov, A. Gurzhii, M. Zhaldak, S. Ivanova, S. Lytvynova, I. Malyska, N. Morse, N. Soroko, Y. Trius

and others investigated the use of didactic game tools for the realization of educational goals. Studying the works of scientists shows that the pedagogical potential of the game was considered from the standpoints of: the influence of game activity on personality development, the relationship between communication and play, pedagogical guidance of game activity, the impact of games on the results of students' educational activities, the use of games as a means of learning, etc. Researchers T. Singh, S. Chan emphasize that games today are considered not only as an auxiliary tool that can be added to traditional learning methods, but also as an important tool for supporting new ways of learning. Separate aspects of language education based on game language didactics are presented in the works of V. Bader, T. Horokhova, L. Zlativ, K. Klimova, T. Putii, O. Semenog, N. Soroko, L. Struganets, and others. Thanks to the scientific research of V. Artemov, L. Blyznychenko, O. Pylypenko, A. Bagmut, T. Ladyzhenska, L. Matsko and L. Kravets, M. Stelmakhovich and others justified generalizations about the importance of language in human life were made, it was proved that the state of psychological confidence and balance, belief in certain perspectives in a person is supported by thorough language training.

No matter how much we talk today about the main thing in education, the personality of the participant in the educational process, the teacher still considers this personality in no other way than through the schedule, journal, and scorebook. The main obstacle to the mutual understanding between the teacher and the student is the absolutization of role relations, due to the method of collective learning, the process in which the teacher communicates not with an individual, but with the community. According to statistical research conducted among students, out of 164 respondents, only 8 noted "the presence of casual communication with the teacher". But if there is no sincere communication, then what does a humanitarian do in an institution of

higher education? Isn't it time to replace the "disciplinary" approach with a "human" one? This will be the "humanization" that is extremely necessary now because it allows us to educate people who would live with dignity in our complex world thanks to the main wealth - true education, the ability to think in an original, non-standard way.

The ability to think outside the box and create new ideas is important not only for people with creative specialties. There is probably no such profession where creative thinking and the ability to see familiar facts from a new perspective would not be appreciated. These qualities are also useful in everyday life. Students may have a question: what to do with a person who does not yet have such abilities? The answer is simple: creativity can and should be developed.

If we observe children, we will see that they are all dreamers, capable of inventing new worlds, creating a story literally out of nothing, and finding dozens of ways to use long familiar and ordinary objects. What is the difference between children and adults?

Babies are interested in everything: what will happen if they do this or that? They are not afraid to try, it does not even occur to them that failure may befall them. And if the experiment failed, then they do not feel despair, but immediately find something new. Therefore, an adult should also be braver and learn to have a positive attitude toward life.

Too often, adults shut down their imaginations and stop developing ideas because they are seen as too unrealistic or unworthy of attention. It is worth abandoning this habit and using the principle of brainstorming instead. What does it consist of? Remember: at the stage of generating ideas, any evaluation of them is prohibited. The main thing is to create as many ideas and options as possible and write them down so as not to lose anything. And only in the second stage, one needs to analyze and evaluate all the ideas you have come up with, highlighting the most valuable and promising of them.

Children do not have enough life experience, they do not always know how

it is accepted or what is right, and therefore they are free from the limitations inherent in adults. Therefore, it is worth sometimes going beyond the usual, to consider whether this or that way is the most effective or if this option can be supplemented or improved. It is also important to remember that our speech is closely related to our thinking. Let us avoid linguistic clichés and expand our vocabulary. The following exercise will help in this: first write down a thought in the words we usually use, and then paraphrase it several times, using synonyms and trying not to repeat expressions twice.

It is most convenient to create new ideas not alone but in the company of other creative people. One person presents an idea, another picks up and develops it, and the third makes additions, and as a result, something new is born. Having seen how those around them exchange proposals, the members of the creative group perceive other people's ideas and begin to pay more attention to their own. So, communicating with creative people, reading books about them, and listening to their speeches in the media helps to learn from their examples.

It is important not only to learn to notice other people's interesting thoughts but also to think about what can be changed and improved. This is how new solutions will appear, which you can call your own.

To train out-of-the-box thinking, students are asked to perform tasks proposed by the American psychologist Joy Paul Gilford during relevant situations. You need to think of any ordinary object, for example, a newspaper or a brick, and then come up with as many ways as possible to use them. You can also practice in the game "Find in common". It is necessary to name two arbitrary objects or phenomena, and then find similarities between them. For example, what can a crow and a desk have in common? They have legs, the table can be black, like a raven, and even earlier feathers were used for writing. By the way, it is better to do such exercises not alone, but in good company, for example, during

student leisure time, communication with friends.

It is not enough to come up with an unusual solution to a problem, you still need to convey your thoughts to people. The students developed and offered the following tips for this aspect.

1. The task will become easier if it is substantiated what practical application this or that idea can have, and how it can be useful for others if you start the story by listing the advantages of your idea.

2. When speaking, you should use visual schemes whenever possible, because most people perceive information most easily with the help of sight. This is how you can make your thoughts clearer to others.

3. The explanation will be more effective (and not more spectacular) if you avoid too complex constructions, specific words, and expressions.

4. And the most important thing: if your ideas remained unspoken, it was as if they did not exist at all. And if they were heard and used by others, then you left your own, even a small one, for the time being in the souls of people.

We discuss all the mentioned rules during the introductory Ukrainian language class in a professional direction, preparing for conducting didactic games.

Aim of research is to determine the possibilities and advantages of using didactic games for the organization and conduct of practical classes on the Ukrainian language in a professional direction, highlight the issue of the use of didactic games in Ukrainian language classes for professional orientation as a means of forming the rhetorical competence of future bachelors, improving their speech culture, find out the role of interesting exercises in the formation of the language, communicative and rhetorical competence of the student of education, describe the method of organizing classes using didactic games that will promote the development of non-standard thinking, the creativity of students.

Research methods: theoretical analysis, a study of psychological-pedagogical and methodical literary

sources, synthesis, systematization, classification, generalization, and comparison to determine the theoretical basis of the researched problem; empirical-pedagogical observation, conversations, surveys, pedagogical experiment; statistical processing of research results to obtain data on the state of the outlined problem and the effectiveness of the experiment.

Results and discussion. The development of cognitive interest is facilitated by such an organization of education, when the student acts actively, is involved in the process of independent search and discovery of new things and solves problematic issues. There are many ways to activate the cognitive activity of education seekers. Let us talk about one of them – the use of didactic games.

The primary importance should be given to the organization of classes: the academic group, which consists of 25-30 people, is divided into four subgroups-teams, in each of which a leader (head of the subgroup) is chosen.

The fact that some students avoided public speaking because they were not confident in themselves led us to the idea of the importance of psychological preparation. We concluded: we need to help them overcome their fear of the audience, to believe in themselves.

Each specific game is preceded by additional training, during which students familiarize themselves with the theory of the genre: storytelling, discussions, public speaking, etc.

The lesson ends with a detailed analysis of the speech of the students participating in the game. It is conducted by a teacher and "experts": from logic and composition, from logic and psychology, from the accuracy and accessibility of speech, and its expressiveness. The roles of "experts" (taken by students from one of the subgroups) are assigned in advance so that everyone can prepare for work. Experts who carefully listen to the speech of the game participants from the positions of their "specialty", write down their observations in a notebook, which they share after the end of the game action. After that, the teacher supplements

and clarifies the experts' analysis, and evaluates the speeches of the speakers, and the work of the experts.

At first, only two games were played. A system was gradually formed, which included:

1. Competition for the best story.
2. Conversation of specialists at a round table in the TV studio.
3. Discussion.
4. Pre-election campaign, elections (mayor, company president, etc.).
5. Discussion of the draft law in the parliament.
6. Intellectual duel.
7. Intelligent boxing.
8. Knight duel.
9. An educational conversation.
10. Tournament of speakers.

Competition for the best oral story.

Purpose: formation of the ability to publicly tell funny and instructive stories.

Roles: host, narrators, experts, listeners.

Scenario. There are two classes for the competition: the first is the first round, and the second is the second round.

During the first round, representatives of the first and second teams act as narrators, and the third and fourth teams act as judges. Next, the stories are told by the members of the third and fourth teams, and the representatives of the first and second teams act as "experts".

The students of the first team are evaluated by the third team, the second team by the fourth team, the third team by the second team, and the fourth team by the first team. Each team is allotted 40 minutes to perform. Students one by one go on the "stage" and tell a prepared story. Compliance with the regulations (3 minutes) teaches you to express your thoughts succinctly.

In the second round, four students who won the previous competition continued the competition. The members of the jury – all other students of the group – review the speeches of the storytellers on sheets of paper and determine the name of the best one. The one with the most votes win.

Conversation at a round table in a TV studio.

Purpose: to develop the ability to conduct a conversation correctly, observing the norms of ethics, and the laws of logic, using psychological techniques, with the help of which you can convince opponents of the correctness of your views.

Roles: presenter, participants in the conversation – "experts" in any field (5-6 people), TV viewers, experts in broadcasting culture.

Scenario. Participants of the conversation (students of one of the teams) sit at the table facing the "viewers". In the introductory speech, the presenter names the topic of the discussion introduces the participants, and gives them a word. The duration of one participant's monologue should not exceed two minutes. The presenter, without expressing his opinion, clarifies the statements of the speakers and brings together different views. Communication with TV viewers is carried out using notes and "phone" – questions from the spot. The conversation lasts about half an hour.

Discussion.

The goal: developing the ability to conduct a polemic correctly, observing the norms of ethics, literary language, and the laws of logic.

Roles: host, speaker, co-speaker-opponent, expert on pressing issues, panelists, and experts in broadcasting culture.

The discussion is prepared by students of one group, but everyone present in the audience participates in it.

Scenario. In the introduction, the leader names the topic of the discussion and gives the floor to the speaker, whose speech lasts 5-7 minutes. The co-speaker-opponent tries to refute the thesis of the speaker and puts forward and substantiates the antithesis within 5-7 minutes. After that, the speakers answer the questions asked by the students present.

The pre-election campaign, elections (mayor, company president, etc.).

Purpose: to develop the ability to influence the audience, to convince

listeners of the advantages of their program in comparison with the programs of their competitors.

Roles: host, candidates for elected positions, voters, journalists, and experts in broadcasting culture.

Scenario. The game is played in two rounds. At first, all present students act as candidates. The winner of the first, and second and other teams is determined. Each of them speaks for no more than 5 minutes, presenting the most important, in his opinion, points of his program. After that, listeners (voters) write the name of the candidate they prefer on the sheets. Whoever gets the most votes wins. After that, the second round is held, which lasts 20-25 minutes, and the four winners of the first round continue the fight. A debate is held: the candidates sit opposite the audience which asks questions. The worthiest candidate is determined by voting.

Discussion of the draft law in the parliament.

Purpose: development of the ability to convince listeners of one's rightness, and assimilation of the norms of public speaking ethics.

Roles: chairman, speaker, speaker-opponent, specialists on pressing issues, deputies, and experts in language culture.

One team prepares the game, but everyone present participates.

Scenario. The chairman opens the session of the parliament, which submits a draft law to the court of deputies. After the speech (it lasts about 5 minutes), the speaker answers questions. After that, the opponent takes the floor and proves that the proposed draft law (for example, on the introduction of a second state language, on the abolition of the death penalty) should be canceled. Deputies enter the discussion. The duration of their speeches should not exceed 2-3 minutes. The vote will show whether the bill is passed or not.

Intellectual duel.

Purpose: to develop the ability to argue one's position, to refute the theses and conclusions of the opponent tactfully and demonstrably, and to convince the audience of one's rightness.

Roles: two polemicists, referee, spectators-judges, experts.

Scenario. The duel lasts 6 minutes. In general, each polemicist speaks for 3 minutes (if you allocate more time, the argument can become boring). Participants in a duel determine in advance the topic of the dispute and their positions, which should be opposite. The referee gives the floor to the first polemicist, who puts forward a thesis and argues it. The monologue lasts no more than one minute. At the end of this time, the referee gives a signal, and the floor is given to another polemicist, who also speaks for a minute. When the duel ends, the referee turns to the audience with questions: "Who supports the views of the first polemicist? Who is the second?" The one whose position is supported by more viewers wins.

Intelligent boxing. This game – a kind of intellectual duel – is usually played among young people.

Roles: intellectual boxers, referees, judges (five), fans, and experts in broadcasting culture.

Scenario. Boxers-intellectuals are invited to the ring (that is, to the board), who have determined in advance the topic for controversy and their positions, which should be opposite. The referee introduces them to the fans and the round begins. The game is played in three rounds, each of which lasts 2 minutes. Boxers one by one develop their thoughts and refute the opponent's thesis for one minute. When the bout ends, each of the five judges writes down the name of the boxer he prefers on a piece of paper. Whoever gets the most votes win.

Knight duel. The peculiarity of another type of duel is that only young men take on the roles of knights, and girls ("beautiful ladies") play the role of judges.

An educational conversation.

Purpose: to develop the ability to conduct a conversation correctly, adhere to ethical standards, using psychological techniques that help influence the child's personality.

Roles: teacher, a student who is at fault, experts in speech culture.

Scenario. The teacher invites a student who committed a crime (broke a window, scratched the furniture, insulted a girl, fought, etc.) to the classroom. The conversation is one-on-one. The teacher, observing the norms of ethics and literary language, uses psychological techniques that help him establish psychological contact with the student and tries to positively influence the child and his moral world. The student, if he can, tries to justify himself.

Tournament of orators.

Goal: to develop the ability to speak publicly with journalistic speeches.

Roles: host, speakers, jury (experts in broadcasting culture), listeners.

Scenario. The tournament is held according to a scenario similar to the contest for the best short story, only instead of a short story, a journalistic speech is presented.

The second round can be complicated: the teacher offers a topic for the speaker's speech ten minutes before the speech.

The described didactic games can be conducted not only in classes on the culture of speech, and the Ukrainian language in a professional direction, but also in a senior specialized school – in lessons on the development of speech, and rhetoric, the teaching of which is introduced in specialized schools.

After the participants express themselves on all issues, the teacher should energetically and succinctly formulate the conclusion, that is, express the truth that was searched for throughout the lesson. But another, so to speak, a pragmatic conclusion can be drawn: determining the winner. No matter how much they say about the harmfulness of grades for the development of initiative and curiosity of young people, life is life. After all, along with the thirst for knowledge of the truth, the student also strives for success in life, and this is embodied in the encouragement of the teacher, a good grade.

Therefore, the student's performances are evaluated by the teacher himself, who announces the points received by the team or a participant in the competition, commenting on them, if there is such an

opportunity. It is more difficult when the assessment is given to those who did not speak but participated in the preparation of the answers. Here, knowledge was not "voiced" for the teacher, but expressed in the form of advice, guesses, and versions for the student who was assigned to speak for the team. Therefore, captains and team members are the main judges. They rate each other fairly, though sometimes harshly.

In fact, the teacher does not give low grades, because the speakers, whose knowledge he evaluates, are always at least "satisfactory" prepared.

All final grades should be announced the next time the teams discuss the results of their collective work. And in our opinion, there is no sedition in this, if we consider learning as a process where individual classes are interconnected and continuously complement each other. Practice shows that this order of announcing grades is the most expedient because the inclusion of such work in the composition of a game session clutters it. In addition, there is time to discuss everything, consider, weigh, and not make a mistake. And this is quite important.

The effectiveness of the technique, like any business, is measured by the final results. The meaning of this form of training can be judged relatively first, based on personal observations, comparisons, etc. It is quite difficult to "highlight" the contribution of game forms to the quality of knowledge of the subject, but it is worth talking about the positive impact on the development of linguistic and communicative, professional competencies of students.

It is possible to conclude the effectiveness of game technologies right away, based on personal impressions, comparisons, etc. A comparison of groups where classes using didactic games were held and where they were not held shows the effectiveness of the method. The level of thinking, speech, a culture of performances, and actual knowledge of those students who constantly participated in competitions are much higher. They love and know how to debate, quickly select evidence, and facts and

formulate judgments. The need to speak publicly does not bind them. They seek to hear and listen to the opponent during an argument, appreciate an interesting opinion, judgments, and guess.

These students know how to cooperate, and they have less intellectual arrogance and more tolerance. And most importantly, students love such classes, look forward to them with pleasure and perceive them as holidays. The slogan "I study with enthusiasm" finds its embodiment in them. 348 bachelors of non-philology majors took part in the formative experiment. The control (CG) and experimental groups (EG) were selected based on the results of the ascertainment cut (AC), students of both groups had approximately the same level of communicative competence formation.

In the CG, the classes were organized according to the working curriculum of the course "Ukrainian language for

professional direction", recommended for non-philological majors of Zhytomyr Ivan Franko State University, in the EG – according to the developed experimental methodology based on the experimental program with appropriate methodological support.

To check the effectiveness of the developed research methodology and the level of formation of the correctness of the Ukrainian speech of bachelors, an ascertainment (AC) and a final cut (FC) were conducted. Criteria for the effectiveness of the methodology and the level of students' rhetorical and communicative skills were developed. Qualitative and quantitative indicators were subject to analysis. Indicators of the levels of formation of professional communicative competence of CG and EG students after training according to the experimental method are presented in diagram 1.

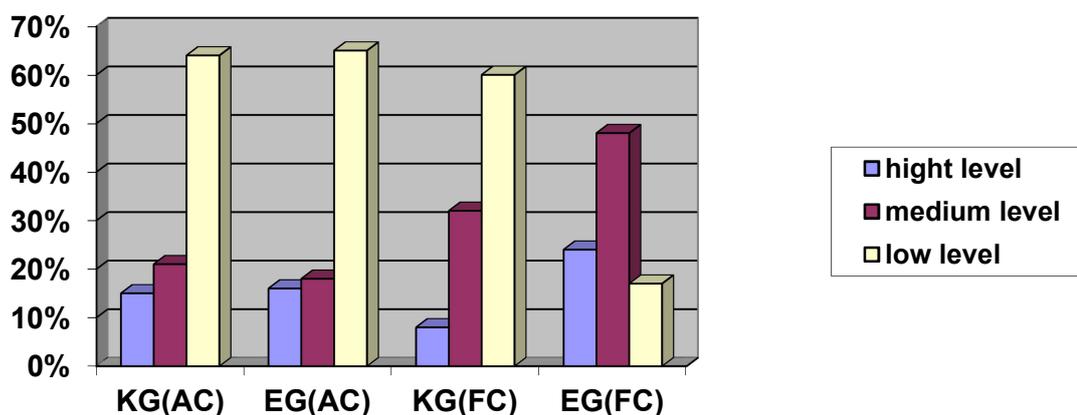


Diagram 1. Indicators of the levels of formation of communicative competence of students of EG and CG, revealed during the ascertaining and formative stages of the experiment (ascertaining (AC) and final cut (FC))

(Conventional symbols: CG – control group, EG – experimental group, AC – ascertaining cut, FC – final cut).

As can be seen from the diagram, 8% of CG and 24% of EG students belong to the category of persons with a high level of formation of correct Ukrainian speech, 32%, and 48% found the average level, respectively, and 60% of CG and 17% of EG students had a low level. So, the data of the formative experiment proved that the level of formation of the communicative competence of bachelors

in the experimental groups increased significantly, while the students in the control groups almost did not change.

The future professionals demonstrated a perfect mastery of the norms of the literary language, their vocabulary was enriched with professional vocabulary, and the level of language and speech competencies also increased. So, the obtained results of the experiment proved the effectiveness of the proposed method of formation of professional communicative competence of bachelors.

It is expedient to introduce the mentioned method into the educational practice of educational institutions.

Conclusions and research perspectives. The results of the conducted research make it possible to draw the following conclusions. The analysis and synthesis of special literature on the problem of the formation of professional communicative competence of future specialists of non-philological majors made it possible to find out the leading trends in the development of the methodology of forming the communicative competence of students in the conditions of an educational institution of higher education, such as: increasing the scientific interest of researchers in the problem of professional communicative competence of students of non-philological majors; development and implementation of a personally oriented methodology for training a future specialist, outlining problems related to the need to improve educational and methodological support in the educational component "Ukrainian language for professional direction".

Therefore, when using interactive game methods, the entire educational process benefits, because they provide an opportunity to involve each participant in the discussion of the problem, and this contributes to the development of critical thinking, dialogic speech, and the ability to prove. Students acquire the skills of cooperation, collective search for solutions, take an active part in learning and transfer their knowledge to others. In this way, the main goal of interactive learning is achieved: "What I hear, I forget. What I see and hear, I remember a little. What I hear, see, and discuss, I begin to understand. When I hear, see, discuss, and do, I gain knowledge and skills. When I impart knowledge to others, I become a master".

The method of using games in Ukrainian language classes (professionally oriented) ensures the achievement of the following positive results:

- Integration of theory and practice is ensured, therefore the "gap" between theory and practice is reduced.

- Communicative dialogical communication skills are developed.

- The student's interest in using additional special literature is growing.

Game participants' abilities to make decisions under conditions of incomplete information develop; experience is gained in solving problematic tasks.

- The skills of decision-making in conditions of the limited time are improved.

- The student's active participation in the collective work, intensive exchange of experience and knowledge between team members, the opportunity for each of them to compare their knowledge and actions with others, as well as the ability to coordinate these actions are ensured.

And although interactive games require a significant amount of time for the preparation of both the student and the teacher, the result of such classes becomes an incentive for further teaching work with these teaching methods.

When organizing didactic games, it is important to consider the following provisions.

1. To develop an interest in the material being studied, it is necessary to understand its importance and necessity.

2. The more educational material is related to previously acquired knowledge, the more interesting it is to students. Neither too complex nor too heavy material does not arouse interest. Learning should be complex, but adequate to the student's level.

3. The vividness, and emotionality of the presentation of the educational material, and the teacher's pedagogical skills have a great impact on the students and their attitude to the subject. If you study grammar and rules not instead of living language, but together with it, the educational material acquires the power of emotional impact that living language has.

Therefore, the organizational and methodical possibilities of a teacher are

huge, and inexhaustible, just like life itself.

The prospects for further research. We see the prospects for further research of the mentioned problem in a more

detailed substantiation of the elements of the didactic game and methodical development of the methodology of its use in institutions of higher education.

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