

7. Memory and attention deteriorate.
8. The child doesn't respond to requests.
9. The child stops taking care of themselves, becomes sloppy.

The first step to getting rid of Internet addiction in a teenager is to admit that the problem exists. Then it's important to talk to them about the problem. Make sure they know that you are not attacking them, but are worried about their health. Coordinate an action plan with your child and start creating boundaries, without excluding the Internet from their life completely.

After the conversation, it's time to act. Talk to your child's doctor about the next steps for your teenager. Ultimately, a doctor may discover underlying mental health issues that require treatment. Therapy can also be a useful form of treatment in helping teens understand their Internet addiction.

Conclusion. The problem of Internet addiction is one of the most urgent at the moment. Teenagers are in great danger when interacting with the Internet, as they represent the most vulnerable audience. They are less able than adults to filter the amount of information that the Internet gives them. There are several factors influencing the development of Internet addiction. Especially among them, the personal factor stands out: an unformed or unstable psyche, lack of self-control skills, dissatisfaction with real life, the desire to compensate for unrealized life needs make a person more susceptible to the development of dependence on the Internet. Most of these qualities are inherent in a teenager who does not fully know how to control their needs and desires. Computer culture education, proper time allocation, self-education of users — this is the antidote to Internet addiction.

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M. M. Shovgenya

Baranavichy State University, Baranavichy, the Republic of Belarus

BUSINESS GAME AS A METHOD OF FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN FUTURE SPECIALISTS OF PRESCHOOL EDUCATION

Introduction. In the process of teaching foreign languages, the active and conscious cognitive activity of students should occupy a leading place. The main ways of activating the educational and cognitive activity of students are the methods of active learning. These methods encourage students to actively think and practice in the process of mastering the language. Since not only the teacher but also the students have an active role. In the process of forming a foreign language communicative competence of future preschool education specialists, we use the business game method [1].

Main part. Foreign language communicative competence is defined by us as a system of knowledge, skills, and abilities of the student, acquired in the process of natural communication or specially organized training, which allows communicating adequately in specific communicative situations, organize verbal communication, taking into account socio-cultural norms of behavior, adequately to the goals, areas, and situations of real communication [2].

The future specialist of preschool education owns a system of general and special communication skills

To solve the problem of forming communicative foreign language competence among future specialists in preschool education, we developed a program of the discipline “Communicative English in preschool education” and a model of the process of formation of the studied competence, which is implemented as part of the work of future specialists in preschool education in the interest association “University for Children”. This association is a structural subdivision of the Technology Transfer Center of the BarSU and represents the conduct of additional educational and developmental classes for preschool children in the following areas: robotics, mental arithmetic, literacy, speech creativity, art studio, cartoon studio, communicative English, culinary master class and children's fitness. Classes with children are conducted by members of the faculty of the departments of preschool and primary education and psychology and physical education and student volunteers of the “University for Children” detachment.

The model of foreign language communicative competence of future specialists in preschool education is shown in Figure 1

In the process of forming this competence among future specialists in preschool education, the use of the business game method helps in teaching students to solve educational and professional problems playfully. In the process of classes, students take on roles, and by the established rules, in a given game situation, perform professional functions, imitate professional activities, and enter into collective relationships [3].

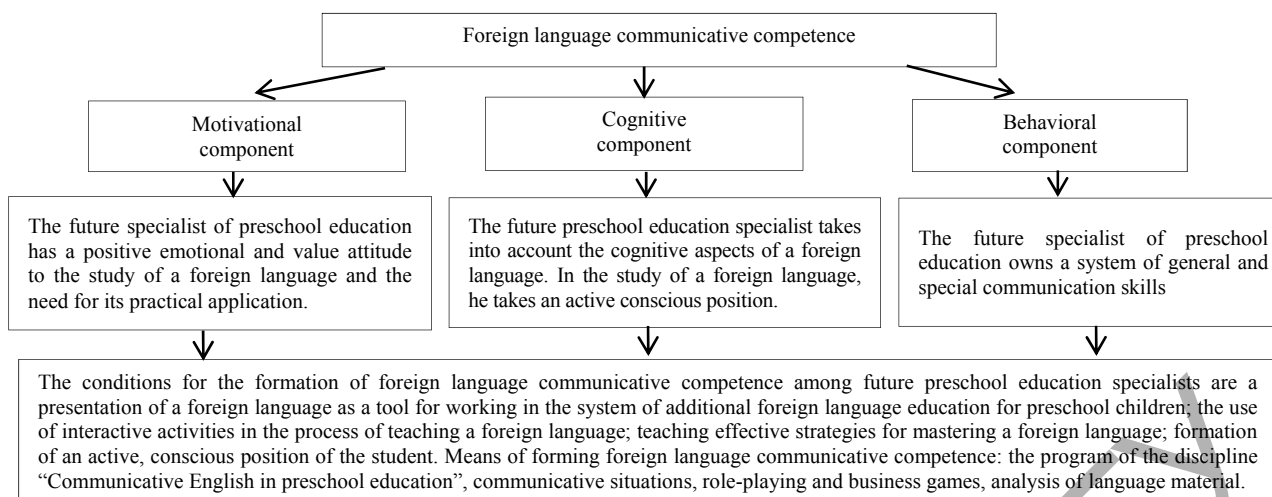


Figure 1 — Model of foreign language communicative competence of future preschool education specialists

The business game becomes a means of modeling the pedagogical conditions of professional activity. Using the business game method, future specialists in preschool education have the opportunity to simulate the process of teaching preschool children a foreign language, analyze it and develop their pedagogical skills.

An important feature of game modeling is that future specialists in preschool education may encounter real professional difficulties and find ways to solve them within the framework of the model they have created. The teacher is faced with the task of organizing the learning process in such a way that there is a natural transition of the student from educational activities to professional ones. In the process of transition, the subject, motives, goals, means, methods, and results of the activity have changed by the change in the student's leading activity.

With the help of game forms of learning, analysis of specific production situations, and role-playing, the following competencies of the future teacher can be provided: theoretical and practical thinking of a specialist, the ability to manage activities, the ability to make collective decisions, the skills of pedagogical and social interaction, the skills of leadership and subordination [4].

The positive qualities of the business game method include high motivation, emotional saturation of the learning process, the formation of knowledge and skills, and the consolidation of knowledge when discussing the game. We also attribute the advantages of using this method in the formation of foreign language communicative competence among future preschool education specialists to the fact that the game allows you to reduce the time of accumulation of professional experience, makes it possible to experiment, try different strategies for solving the problems posed, forms a holistic image of the pedagogical situation, allows you to acquire a social experience.

Having studied the methodology of organizing a business game, we concluded that there are several complications that teachers may encounter. These complications include the fact that the business game is a labor-intensive and resource-intensive form of training. Also, a business game must be organized taking into account the current knowledge, skills, and abilities of students and carrying out the necessary preliminary training as part of the professional activities of students.

The success of a business game depends on the preparation of a plan and the effectiveness of managing the course of the game. As part of the formation of foreign language communicative competence among future specialists in preschool education, we consider the experience of learning a foreign language at the previous level of education and in an institution of secondary specialized and higher education as a preliminary stage.

When preparing a business game, the role of the teacher is to indirectly manage the process of the game, determine the type of game, the composition of the participants, the goals and objectives of the participants. Participants realize the role of teachers formulate the content of classes or their elements for teaching preschool children a foreign language. They predict problem situations that may arise in the process of solving educational problems, prepare the necessary props [3].

Conclusion. The formation of foreign language communicative competence among future specialists of preschool education using the business game method will allow teachers to solve the problems of forming holistic and adequate ideas for a future specialist about work in the framework of additional foreign language education of preschoolers and the importance of professionally important qualities that determine this competence, to form self-esteem and self-reflection of teachers. Also, this method contributes to the understanding, assimilation of a foreign language, the activation of knowledge, abilities, skills of foreign language communication, the development of personal qualities and behavioral relationships built on the conditions of a specific situation of foreign language communication and the individual's willingness to implement them in action.

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