

органи мовлення та різко зменшує когнітивно-моторне гальмування.

Наукова новизна дослідження полягає у визначенні мовної плавності та спонтанності не лише як вербальної швидкості, а й як комплексної інтерактивної біологічної, емоційної та соціальної системи. Дослідження поєднує когнітивні процеси з фізичною біомеханікою, розглядаючи голосовий апарат як фізичний інструмент, що вимагає м'язової пам'яті та нервово-м'язового регулювання. Це переосмислює поняття вільного володіння ІМ у професійній підготовці майбутніх викладачів, встановлюючи, що механізми інтерактивного відновлення та стратегічна компетентність є важливішими для вільного володіння ІМ в академічному дискурсі, ніж абсолютна лексична точність і коректність.

Перспективи подальших досліджень. Майбутні студії можуть бути спрямовані на те, як когнітивний буфер, створений автоматизованим вільним володінням ІМ, безпосередньо захищає майбутніх педагогів від

навчального гальмування та професійного вигорання. Існує чіткий шлях для вивчення довгострокових емпіричних результатів інтегрування автономних цифрових інструментів, спостереження за мовленням суб'єктів пізнання та усних «спаринг-партнерів» за допомогою штучного інтелекту як обов'язкової частини навчального процесу. У подальшому науковці можуть дослідити, як запропонована модель масштабується під час навчання студентів орієнтуватися в непередбачуваний міжкультурний реальний комунікації.

Ключові слова: вільне володіння іноземною мовою; 5-вимірна модель плавності мовлення; когнітивна обмеженість; артикуляційна вправність; психолого-афективна регуляція; стратегічна компетентність; парафразові стратегії комунікативної корекції; педагогічні інтервенції.

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GAME-BASED METHOD IN LEARNING ENGLISH FOR SPECIFIC PURPOSES BY FUTURE SPEECH THERAPISTS

Abstract. Introduction. Learning English for Specific Purposes (ESP) is becoming an integral part of the professional training of future specialists. The goal of educators is to find methods and approaches to motivate and increase interest in studying the discipline. One of the methods that contributes to achieving the set goals is the game-based method. Games used in education are specifically designed for educational purposes or that have additional educational value. Educational games used in ESP classes aim to develop students' different language and speaking skills, as well as develop guessing skills, creativity, teamwork, critical thinking, etc.

The purpose of the study is to substantiate the effectiveness of using the game-based method when learning ESP, to study the opinions of scientific and pedagogical staff and students regarding educational games and their application in the educational process, to design the content of a course on ESP for students of Speech Therapy education programme and a set of educational games aimed at developing language and speech skills, guessing and creative skills and expanding knowledge about the world, their country, their city, and everyday problems of life.

Methods. The research was conducted by studying literary sources on the topic, particularly, the game activity and the game method, conducting a survey of scientific and pedagogical staff and students in the form of a questionnaire concerning educational games, attitudes to them, the use of the

games in learning different courses, game forms, elements and effectiveness, studying the curriculum of the "Speech Therapy" educational program.

Results. The study shows the scientific and pedagogical staff, in general, use the game method of teaching with varying frequency, believe that game methods motivate and increase the interest of students in studying the discipline, reducing their level of anxiety. A significant part of teachers prefers business games, team games, noting that educational games can be used when studying various academic disciplines, while not attaching much importance to game elements. The vast majority of students note various advantages of educational games, prefer quizzes or guessing games, see a positive impact of game elements on motivation to learn better, prefer team (group) games, think that educational games do not interfere with the serious perception of the academic discipline, and would like the game method to be used when learning ESP.

Originality. The results of the research and survey were considered when designing a textbook and creating a set of educational games.

Conclusion. The educational games specially designed for educational purposes or have additional educational value. Learning a foreign language by students of special education is of particular importance, since the future professional activities of speech therapists quite often include game activities and the use of various types of games to achieve therapeutic goals. The proposed educational group

guessing games using cards for use in the ESP classes are aimed at developing language and speech skills, as well as motivating students to learn a foreign language, making the learning process more interesting, creating a favourable atmosphere in the group, and reducing the level of anxiety. The students' feedback after using these educational games indicates that the use of the game method achieves the set goals.

Keywords: *English for Specific Purposes; game-based method; game activity; educational game; educational process; development of language and speech skills; motivation for learning; educational atmosphere.*

Formulation of the problem. Learning English for Specific Purposes (ESP) is becoming an integral part of the professional training of students. The goal of educators is to find methods and approaches to motivate and increase interest in studying the discipline. One of the methods that contributes to achieving the set goals is the game-based method. The use of games in the educational process has a long history. Teachers have used game activities in teaching various disciplines, experimenting and obtaining different results. According to experts, recently, teachers have begun to implement the principles of instructional design in game design and found that the results are promising. Experts believe that thanks to improved design and applications, teachers will discover effective ways to integrate games into the educational process (Khine, 2011).

Analysis of recent research. We have considered the definitions of the concepts of game and play activity in various areas of life. The general definition considers a game as a recreational activity or sport, especially one played by children, or the equipment necessary for such an activity (Game, 2026). Psychologists consider a game as a social interaction, organized play, or transaction with formal rules (Game, 2023). Physical education specialists believe that the concepts of game and sport are very similar. A game is considered as a physical or mental activity or competition that has rules and that people perform for pleasure. A sport is a competition or game in which people perform certain physical actions according to a certain set of rules and compete with each other (What Is the Difference, 2026). In the business world, experts consider a game to be a business activity that can be used to study business or test different solutions to business problems (Business-game, 2026). Summarizing the definition, experts note that a game is a voluntary activity carried out in a specific time and space, according to established rules, the main purpose of which is entertainment, recreation or challenge. It is not just a pastime, but also a way

of learning, an art form and a style of work (Recreational Activity, 2026). At the same time, according to experts, games serve as a training ground and incubator for many advanced technologies, such as artificial intelligence, and also function as a toolkit for many other industries. It is necessary to focus not only on the entertainment aspect, but also to consider games from a broader perspective, fully utilizing the significant value of gaming technologies for the promotion of science and technological innovation, economic and social development, as well as major national projects (Recreational Activity, 2026).

Experts point out that a game activity refers to any action or task performed in a game. It can include various elements such as game-play mechanics, challenges, goals, and interactions with the game environment or other players. A game activity is designed to engage players and give them a sense of achievement or satisfaction. Examples of game activities include completing quests, solving puzzles, fighting enemies, exploring virtual worlds, or participating in multi-player competitions (Game Activity, n.d.).

Games used in education are educational games that are specifically designed for educational purposes or that have additional educational value. All types of games can be used in an educational setting, but educational games are games designed to help people learn a subject, expand concepts, reinforce development, understand a historical event or culture, or help them learn skills through play. General types of games include board games, card games, and video games. Accordingly, game-based learning has defined learning outcomes and is designed to balance educational material with gameplay and the player's ability to remember and apply that material in the real world. Game-based learning describes an approach to learning where students explore relevant aspects of games in a learning context designed by teachers. Teachers and students collaborate to add depth and perspective to the game experience. Effective game-based learning programs can engage students in virtual environments that look and feel familiar and relevant (What is GBL, 2013). In an effective game-based learning environment, students work toward a goal by choosing actions and experiencing the consequences of those actions along the way. They are allowed to make mistakes in a safe environment, and through experimentation, students actively learn and practice the correct way to do things. This supports a high level of engagement in practicing behaviours and thought processes that students can easily transfer from the simulated environment to real life (What is GBL, 2013).

Thus, game-based learning describes an approach to teaching where students explore relevant aspects of games in a learning context designed by teachers. Teachers and students collaborate to add depth and perspective to the game process. According to researchers, play and learning are often synonymous, leading to cognitive and emotional development in a social and cultural context (Yang, 2012).

The **purpose** of the study is to substantiate the effectiveness of using the game-based method in learning ESP, to study the opinions of scientific and pedagogical staff and students regarding educational games and their application in the educational process, to develop the content of the ESP course for students of the "Speech Therapy" educational program and a set of educational games aimed at developing language and speech skills, guessing skills and expanding knowledge about the world, countries, cities, and daily life problems.

Presentation of the main material. The use of games in language learning has a long history and widespread application. Researchers have suggested that game-based learning is a crucial strategy for effective language learning and provides an almost ideal path to differentiated instruction (Game-Based Instruction, 2021). According to Dr. Laurie MacDonald, games provide:

- engagement: students learning a foreign language need engagement to remember and evaluate what they are learning;
- motivation: competition motivates students to learn better;
- context: when students participate in game-based learning, they can see how certain language rules are applied in context, which helps them apply and appreciate them in real-life conversations;
- collaboration: working together towards a common goal gives students a sense of community and helps overcome barriers to inclusion in the educational environment;
- adaptability: games are incredibly valuable because of their ability to adapt to a wide range of students' needs (Game-Based Instruction, 2021).

In addition, according to researchers, games are a great way to informally assess students' foreign language proficiency, allowing them to identify individual needs and the needs of the class as a whole, which, in turn, helps the teacher to improve and reorient their foreign language teaching pedagogy accordingly (Game-Based Instruction, 2021).

Researchers have noted that language games are a very effective tool for learning a foreign language. Language games can provide students with an active environment in which even passive students will participate

and learn. In addition, through the use of games, the classroom completely changes from a teacher-centered to a student-centered one. Students have the opportunity to learn from each other and teach each other. A level of healthy competition will motivate students and indirectly accelerate the learning process (Ali Abdelhadi, 2020).

Games used in the process of learning foreign languages are classified by linguistic focus (structure, vocabulary, phonetics, spelling), communicative purpose (information game, role-playing game) or type of activity (board games, digital, facial expressions). Such games, according to researchers, increase motivation, reduce anxiety and allow for the practice of speech activity.

The use of game-based method in learning a foreign language by special education students is of particular importance, since the future professional activities of speech therapists, for example, quite often include game activities and the use of various types of games to achieve therapeutic goals. Speech therapists work on the prevention, assessment, diagnosis and treatment of speech, language, social-communicative, cognitive-communicative and swallowing disorders in children and adults. The use of games in speech therapy aims to improve language, articulation and social skills, increasing engagement, reducing anxiety and increasing motivation. Common methods include the use of board games for turn-taking and vocabulary learning, the use of barrier games for expressive language and the use of digital applications for articulation. These methods act as reinforcers, making learning functional and enjoyable.

The practical goal of studying ESP by students of special education of the "Speech Therapy" educational program is to form communicative, professional and socio-cultural competence in students, which will ensure the ability to effectively use a foreign language in various situations of educational-academic, professional and social communication, to obtain the necessary information from foreign language sources. The professional goal of studying ESP is to form professional competence in students by learning professional vocabulary, special terminology; the formation of speech strategies in the field of professional and social communication.

Educational and methodological support of the discipline (teaching materials, teaching and methodological materials) include subject and human resources used by the teacher in the process of learning and teaching the discipline to achieve the planned educational goals (Lewis, 2018). Educational materials in the educational context can be defined as

knowledge and information presented in various means and formats that contribute to the achievement of the planned learning outcomes (Mehisto, 2012). High-quality educational materials are designed to motivate students to learn, solve problems, and search for new educational resources in the classroom and during independent work (Mehisto, 2012).

The content of ESP course refers to the learning materials, topics and resources, such as literature, videos, tasks and assessments, that facilitate learning and are linked to specific learning outcomes. It reflects the essence of the curriculum. Key components of the course content include learning materials, interactive content, assessments and navigation tools that structure the experience. The development of the topics of the ESP course for students of the "Speech Therapy" educational program, in our opinion, is comprehensive in nature, including both a professional component and a general linguistic component.

The professional component provides elements of content and language integrated learning (CLIL) and includes the selection of authentic professional material and the development of a set of exercises for practical mastery of professional vocabulary. Considering the content of professional disciplines for this educational program, we developed an ESP textbook for first-year special education students, which covered two sections of professional orientation topics, namely, "Introduction to Speech Therapy" and "Stuttering".

Each lesson includes a set of exercises for the development of communicative skills, namely, a structured, multifaceted system of interactive tasks designed to improve verbal and non-verbal communication, reading, listening, speaking, writing and social interaction. Methodological support includes various methods and approaches, namely, lexical method, task-based learning method, content-based learning method, communicative method.

The general linguistic component ensures the development of lexical and grammatical skills with mastery of various types of speech activity, namely, reading, listening, speaking and writing, focusing on the lexical method, the grammatical-translation approach and the game-based method of learning.

Research results and their discussion.

We have studied the attitude of scientific and pedagogical staff and students of the Bohdan Khmelnytsky Cherkasy National University towards the use of game-based learning or the use of games in the educational process. 38 scientific and pedagogical workers and 122 students of special education participated in the survey.

The study shows that 28.9% of teachers often use the game method of teaching in the educational process, and 7.9% never use this method of teaching; the remaining teachers use this method sometimes or rarely. The survey data indicate that the majority of scientific and pedagogical workers involve the game method or game approach in teaching their disciplines with varying frequency.

A significant part of teachers (39.5%) believe that game-based methods motivate and increase students' interest in studying the discipline, 38.6% of teachers think that game methods of teaching develop creativity. At the same time, 7.9% of teachers are convinced that the use of game methods is a waste of time.

Noting the advantages of educational games in the educational process, the vast majority of scientific and pedagogical workers believe that games contribute to increasing interest and motivation for learning and reducing the level of anxiety of students, about half of teachers think that educational games contribute to better assimilation of educational material. At the same time, 18.4% of teachers do not see the advantages of the game method over other teaching methods (Fig. 1).

3. *In your opinion, what are the advantages of educational games? (You can choose multiple options)*

38 answers

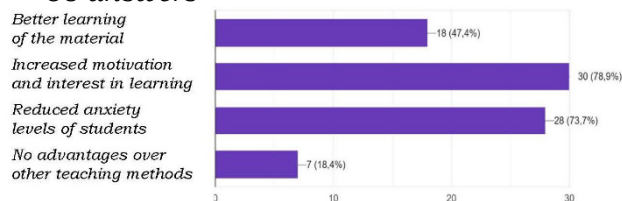


Fig. 1. Attitude of scientific and pedagogical staff to the advantages of educational games in the educational process.

Considering different types of educational games, more than half of teachers prefer business or role-playing games, 23.7% of teachers prefer quizzes or guessing games, and 15.8% prefer computer games (Fig. 2).

4. *What types of educational games do you prefer?*

38 answers

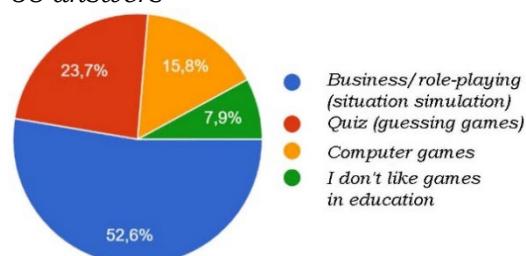


Fig. 2. Attitude of scientific and pedagogical staff towards different types of educational games in the educational process.

It should be noted that a third of teachers believe that game elements (scores, ratings, badges, etc.) stimulate students. At the same time, more than half of teachers believe that game elements partially or not always motivate students. At the same time, about 5% of teachers do not see the impact of game elements on motivation, and the same percentage of teachers believe that it is a waste of time.

Regarding the form of conducting educational games, the vast majority of scientific and pedagogical staff (63.2%) are in favour of group or team games. Besides, the vast majority of teachers (73.7%) believe that educational games do not interfere with the serious perception of the educational discipline. Regarding the educational disciplines themselves, in which it is appropriate to use educational games, the opinions of teachers were divided: the vast majority (89.5%) are in favour of humanitarian disciplines, 81.6% – for physical education, 60.5% – for natural sciences, and 57.9% – for physics and mathematics (Fig. 3).

8. *In which disciplines do you think it is appropriate to use the game-based learning method? (You can choose several options)*

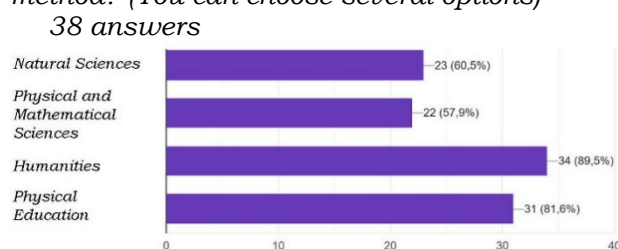


Fig. 3. The attitude of scientific and pedagogical staff to the appropriateness of using educational games in the educational process of certain academic disciplines

Thus, it should be noted that scientific and pedagogical staff, in general, use the game method of teaching with different frequencies, believe that game methods motivate and increase the interest of students in studying the discipline, reducing their level of anxiety. A significant part of teachers prefers business games, team games, noting that educational games can be used when studying various academic disciplines, while not attaching much importance to game elements.

The study of the students' opinions shows that more than half of the students noted the use of educational games in the educational process from time to time, while a significant number of students (81.1%) are convinced that educational games make the educational process more interesting. The vast majority of students note various advantages of educational games, while a very small part of students does not see any advantages of this learning method (Fig. 4).

3. *In your opinion, what are the advantages of educational games?*

122 answers

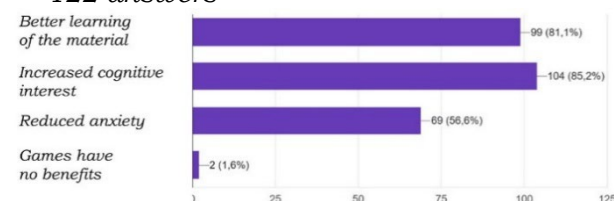


Fig. 4. Attitude of students towards the advantages of the game-based learning method

Regarding the types of educational games, the majority of students (54.1%) prefer quizzes or (37.7%) guessing games and business or role-playing games with simulation of situations, a small part (5.7%) prefer computer games. At the same time, a small part of students (2.5%) has a negative attitude towards games in the educational process. It should be noted that the majority of students see a positive impact of game elements on motivation to study better: 50% are convinced that points, ratings, badges, etc. stimulate, 46.7% that they partially stimulate. At the same time, for 3.3% of students, game elements of an educational game are not important.

Regarding the form of the educational game, the majority of students (58.2%) consider team (group) play to be the best option, for 23% of students the form of the game does not matter, 13.9% prefer pair play and 4.9% prefer individual play. The vast majority of students (68.9%) are convinced that educational games do not interfere with the serious perception of the academic discipline, 16.4% of students are hesitant about this, and 3.3% believe that they do.

It should be noted that the vast majority of students would like the game method to be used when learning a foreign language, with 49.2% of students believing that the game method helps in better learning a foreign language, and 48.4% thinking that this method makes the learning process more interesting (Fig. 5).

8. *Would you like to see the game-based method used when learning a foreign language?*

122 answers

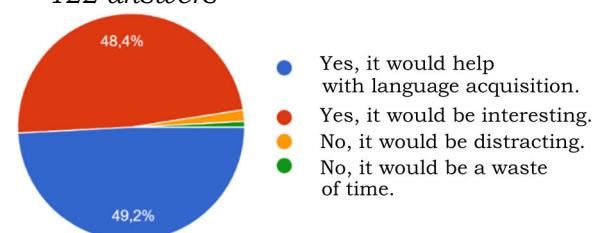


Fig. 5. Attitude of students towards the use of the game-based method in learning a foreign language

Thus, the vast majority of students note various advantages of educational games,

prefer quizzes or guessing games, see the positive impact of game elements on motivation to learn better, prefer team (group) games, think that educational games do not interfere with the serious perception of the academic discipline, and would like the game-based method to be used when learning a foreign language.

Considering the survey results, we developed a set of educational group guessing games using cards for use in ESP classes. They are aimed at developing language and speech skills, as well as motivating students to learn a foreign language, making the learning process more interesting, creating a favourable atmosphere in the group, and reducing anxiety levels. Feedback from students after using these educational games indicates that the use of the game-based method achieves the set goals.

Conclusions and prospects. Thus, the games used in the educational process are educational games specially designed for educational purposes, or those that have additional educational value. Game-based learning describes an approach to teaching where students explore relevant aspects of games in an educational context developed by the teacher. Learning a foreign language using game-based method by students of special education is of particular importance, since the future professional activities of speech therapists quite often include game activities and the use of various types of games to achieve therapeutic goals. Scientific and pedagogical staff of Bohdan Khmelnytsky Cherkasy National University, in general, use the game-based method of teaching with varying frequency, believe that game-based methods motivate and increase the interest of students in studying the discipline, reducing their level of anxiety. The vast majority of students note various advantages of educational games, prefer team (group) games and would like the game method to be used when learning a foreign language. The topic of further research

involves the development of a set of educational games with simulation of a professional situation.

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ІГРОВИЙ МЕТОД У НАВЧАННІ ІНОЗЕМНОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ МАЙБУТНІМИ ЛОГОПЕДАМИ

Анотація. Вступ. Вивчення іноземної мови професійного спрямування (ІМПС) стає невід'ємною частиною професійної підготовки майбутніх спеціалістів. Метою викладачів є пошук методів та підходів для мотивації та підвищення інтересу до вивчення дисципліни. Одним із методів, що сприяє досягненню поставлених цілей, є ігровий метод. Навчальні ігри – це ігри, що використовуються в освітньому процесі, спеціально розроблені для освітніх цілей або мають додаткову освітню цінність. Навчальні ігри, що

використовуються на заняттях з ІМПС, спрямовані на розвиток різних мовних та мовленнєвих навичок здобувачів освіти, а також на розвиток навичок згодки, креативності, роботи в команді, критичного мислення, тощо.

Метою дослідження є обґрунтування ефективності використання ігрового методу під час вивчення ІМПС, вивчення думок науково-педагогічних працівників та студентів щодо навчальних ігор та їх застосування в навчальному процесі, розробка змісту курсу з

ІМПС для студентів освітньої програми «Логопедія» та комплексу навчальних ігор, спрямованих на розвиток мовних та мовленнєвих навичок, згодки та творчих навичок, а також розширення знань про світ, свою країну, своє місто та повсякденні життєві проблеми.

Методи. Дослідження проводилося шляхом вивчення літературних джерел з теми, зокрема, ігрові діяльності та ігрового методу, проведення опитування науково-педагогічних працівників та здобувачів освіти у формі анкети щодо навчальних ігор, ставлення до них, використання ігор у вивченні різних курсів, ігрових форм, елементів та ефективності, вивчення навчальної програми освітньої програми «Логопедія».

Результати. Дослідження показує, що науково-педагогічні працівники, загалом, використовують ігровий метод навчання з різною частотою, вважають, що ігрові методи мотивують та підвищують інтерес студентів до вивчення дисципліни, знижуючи рівень їхньої тривожності. Значна частина викладачів віддає перевагу діловим іграм, командним іграм, зазначаючи, що навчальні ігри можна використовувати під час вивчення різних навчальних дисциплін, при цьому не надаючи великого значення ігровим елементам. Переважна більшість студентів відзначають різні переваги навчальних ігор, віддають перевагу вікторинам або іграм на згоду, бачать позитивний вплив ігрових елементів на мотивацію до кращого навчання, віддають перевагу командним (груповим) іграм, вважають, що навчальні ігри не заважають серйозному сприйняттю

навчальної дисципліни, та хотіли б, щоб ігровий метод використовувався під час вивчення ІМПС.

Оригінальність. Результати дослідження та опитування були враховані під час розробки підручника та створення набору навчальних ігор.

Висновок. Навчальні ігри – це ігри, які спеціально розроблені для навчальних цілей або мають додаткову навчальну цінність. Вивчення іноземної мови професійного спрямування із застосуванням ігрового методу студентами спеціальної освіти має особливе значення, оскільки майбутня професійна діяльність логопедів досить часто включає ігрову діяльність та використання різних видів ігор для досягнення терапевтичних цілей. Запропоновані навчальні групові ігри на згоду з використанням карток для використання на заняттях з ІМПС спрямовані на розвиток мовних та мовленнєвих навичок, а також на мотивацію студентів до вивчення іноземної мови, роблять процес навчання цікавішим, створюють сприятливу атмосферу в групі та знижують рівень тривожності. Відгуки студентів після використання цих навчальних ігор свідчать про те, що використання ігрового методу досягає поставлених цілей.

Ключові слова: іноземна мова професійного спрямування, ігровий метод, ігрова діяльність, навчальна гра, навчальний процес, розвиток мовних та мовленнєвих навичок, мотивація до навчання, навчальна атмосфера.

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DEVELOPING ENGLISH PRODUCTIVE COMPETENCE: THEORETICAL FOUNDATIONS

Summary. Introduction. This article explores the multifaceted theoretical foundations of English productive competence, particularly within the specialised context of pre-service foreign language (FL) teacher education. The need for this exploration stems from a shift in tertiary language pedagogy from isolated skills and decontextualised practice toward a more dynamic, cognitively demanding, and socially situated understanding of language use. The study is premised on the view that methodologies based mainly on reproduction, memorisation, or discrete-point testing may be insufficient when used in isolation to develop the generative and interactional speaking abilities required of future teachers. Rather than merely reproducing prepared language, teacher-trainees must learn to generate it spontaneously while simultaneously managing classroom discourse.

The primary purpose of this paper is to provide a comprehensive theoretical overview of the psycholinguistic, cognitive, and pedagogical mechanisms involved in producing fluent, accurate, and complex spoken discourse in English as a FL. Although productive competence includes both spoken and written production, the present analysis focuses on speech because pre-service teachers must use English in real time to manage classroom interaction. Addressing the problem from the

perspectives of applied linguistics, cognitive psychology, and language pedagogy, the paper emphasises the distinctive requirements placed on future educators. Its central goal is to describe the cognitive architecture of speech production, analyse affective and interactional barriers to participation, and explain how structured collaborative mechanisms may contribute to professional pedagogical competence.

Methods. The research uses a narrative theoretical review, conceptual modelling, and cross-disciplinary synthesis integrating psycholinguistics, cognitive psychology, language assessment, and sociocultural pedagogy to clarify the mechanisms underlying FL speech production and pedagogical competence.

Results. The central argument of this paper is that English productive competence can be conceptualised as a complex, dual-layered construct encompassing cognitive speech processing, structural linguistic resources, interactional control, and pedagogical modelling. The study describes the processing demands associated with speech formulation and examines anxiety-related silence as a barrier to productive participation. It then considers how the Output Hypothesis may promote noticing, hypothesis testing, and metalinguistic reflection. Another significant aspect is the proposed integration of Project-Based Collaborative Learning