

Research Article

# Foreign language as a special subject for creation of activity simulations

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**Abstract:** The purpose of the article is to substantiate the important characteristics of a foreign language as an educational subject for the creation of special problem situations that contribute to the effective assimilation of foreign language material. The specific objectives include: to analyze types of activity simulations used in the English language classroom; to conduct teachers survey and to reveal the peculiarities of using activity simulations; to develop the algorithm of using activity simulations in the English language classroom. During the educational research we use the following methods: literature review, open-ended survey, observation, content analysis, interview. The research was conducted in the first semester of 2022-2023 academic year and involved 156 teachers of English language of different higher educational institutions throughout the country. The findings showed that brainstorming, education discussion, round table, project-based technology, analysis of real-life situations, and simulation exercise are used most effective in the process of teaching a foreign language. They bring a number of advantages like engagement of students, formation of real-life experience, language practice, improvement of communication, improvement of collaboration, efficient organization of individualized learning, and motivation enhancement.. The research resulted in elaboration of recommendations for the teaching staff of higher educational institutions to use activity simulations in the classroom.

**Keywords:** activity simulation; foreign language teaching; students of non-linguistic specialties; communicative exercise

## 1. Introduction

In the context of the intensification of the process of improving the quality of education, attention to foreign language learning is steadily increasing. However, teaching this subject to students of non-linguistic specialties is associated with many difficulties due to the specific features of a foreign language as a subject that is difficult to master in the conditions of regular university education. This state of affairs is explained by the fact that learning a foreign language requires not only considerable effort and energy, but also daily, systematic, motivated work of the teacher and students. Unlike many other subjects of the curriculum, which require mastering the knowledge of individual thematic sections, a foreign language requires comprehensive knowledge of the grammatical system, the entire vocabulary without restrictions, understanding and correct reproduction of all phonetic elements.

Foreign language teaching has undergone a significant transformation in recent years, moving away from traditional rote learning methods towards more interactive and engaging approaches. One such approach that has gained popularity is the use of simulation activities in the classroom. These activities allow students to practice their language skills in a dynamic and realistic setting, simulating real-world situations that they might encounter when using the language in the future.

Simulation activities also help to create a sense of immersion and contextualization, allowing students to learn language in a more natural and authentic way. In this context, this essay will explore the benefits of using simulation activities in foreign language teaching, the types of simulations that can be used, and how to effectively design and implement them in the classroom.

Solving this problem requires finding optimal ways to increase the effectiveness of foreign language teaching and the elimination of possible difficulties that arise in the process of mastering a foreign language.

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### 1.3 Research purpose

The article purpose is to substantiate the important characteristics of a foreign language as an educational subject for the creation of special problem situations that contribute to the effective assimilation of foreign language material.

### 1.4 Specific objectives

Specific article objectives include:

- to analyze types of activity simulations used in the English language classroom;
- to conduct teachers survey and to reveal the peculiarities of using activity simulations;
- to develop the algorithm of using activity simulations in the English language classroom.

### 1.3 Research focus

To achieve the goal we have defined, we will analyze the scientific literature, which reveals various aspects of the characteristics of a foreign language as a subject for creating special situations in general and the use of problems posed in foreign language classes for processing educational material and for solving individual problems of students in particular.

The findings show that various aspects of the peculiarities of a foreign language as an educational subject were developed by many educators and scholars (Akçay et al., 2020, Gil-López et al., 2021, Habók & Magyar, 2020).

Thus, the process of learning a foreign language contains many different difficulties, which, in turn, leads to a feeling of one's own lack of talent, lack of self-confidence and one's abilities (Nuraeni, 2019). The success of the foreign language learning process depends not only on internal factors that determine the ability of students to master a foreign language, but also on the ability to work independently and self-organize (Macías, 2018). An external factor also plays a big role in the learning process - the organization of the learning process itself, teachers' work methods, technical support of the learning process (Rajagopalan, 2016).

At the same time, a number of researchers activity simulations associate its role with stimulation of students' cognitive activity, because internal processes, cognitive activity are combined with surprise, guessing, mental stress, expectations, searching for arguments and evidence (Levine, 2004).

A foreign language, like no other subject, due to the dominant role of speech activity, as well as a whole complex of tasks that can be distributed among several educational subjects (Laura Angelini & García-Carbonell, 2019), allows using a number of pedagogical tools to create different situations that need to be solved. Firstly, because the language has a wide range of opportunities to pass through itself the entire vision of the world, to accumulate and implement social and psychological experience in solving life problems through modeling various situations. Secondly, because a foreign language, at the same time, is a tool for penetration not only into the world culture and awareness of one's national and cultural heritage, but also a tool for social interaction, formation and socialization of the individual. Thirdly, because the teaching of a foreign language, due to its communicative nature, has always been distinguished from other subjects by greater creativity, greater focus on the students' abilities to produce their own speech utterances, which require independent thinking and creativity. Fourthly, because learning to communicate in a foreign language in the conditions of university training can only take place through simulation of educational speech situations (Wedig, 2010).

To other features that distinguish this subject from other educational disciplines, some findings also include (Abilgazyeva et al., 2018, Sharifi et al., 2017, Morton et al., 2012, Chang et al., 2020):

- the realization of educational and educational goals only through the realization of practical goals (it is necessary to master at least one type of speech activity, for example, reading or listening, in order to receive information, or speaking and writing to convey it);

- overcoming communicative problems only by means of solving problems related to the practical mastery of foreign language means: lexical, grammatical, phonetic;

- the need to solve issues related not only to the organization of educational material, but also to the rational organization of activities related to assimilation and use, etc..

Since foreign language learning is based on the principle of communicative activity, which provides the ultimate goal of learning a foreign language as a means of communication, receiving and transmitting information, modeling communicative situations is the most effective way of foreign language education.

In addition, foreign language learning takes place in relatively small groups under the condition of close interaction between the teacher and the student, which allows solving problems not only of an educational nature, but also problems related to the mental states of the student, that is, creating and solving problematic and special situations that relate to the development of cognitive interest and the development of the student's psychological characteristics.

The next aspect is that learning a foreign language takes place in artificially created conditions of speech communication and allows the teacher to use creatively all the variety of techniques and means of activating the student's educational activity. Also, the possibility of organizing the student's independent work ensures to use the pedagogical situation as a means of achieving certain goals in the process of learning a foreign language.

The advantage of a foreign language over other educational subjects lies in the fact that it allows activity simulation related to problematic issues provide an opportunity to study human behavior in the specific conditions. However, in order to create a certain situation, which is speculated to the student's mind, to turn in the desired direction, to force him/her to take actions that the teacher does not expect, it should be specially selected for the student, and not for the educational purpose. Therefore, when determining the nature of the situation against which the speech activity of students should take place, age-specific features, norms, traditions and rules of behavior, the nature of needs and motives, life experience, and future plans of students should be taken into account (Chonnia & Izzah, 2022, Razali & Ismail, 2017).

Researchers on activity simulations (Levine, 2004, Laura Angelini & García-Carbonell, 2019, Kanellopoulou et al., 2021) differentiate a number of methods or technologies as components of activity simulation learning that can be used in the English classroom. Table 1 shows the analysis of such methods and technologies.

Table 1. Activity simulation exercises used in the English classroom:

<b>Activity simulation exercise</b>	<b>Description</b>
<b><i>Educational discussion</i></b>	The discussion has a certain dynamic, in which three stages are clearly distinguished: starting the discussion, collective discussion and summing up.
<b><i>Round table</i></b>	The collective exchange of opinions, the joint search for truth at the "round table" is recognized as one of the effective methods of learning at the senior stage of education for the implementation of the tasks of this concept.
<b><i>Brainstorming</i></b>	Brainstorming method is one of the most interesting and productive in the group of problematic and at the same time communicative methods. It is based on the free expression by the participants of a wide variety of ideas that can contribute to the solution of the problem. The use of this method is appropriate for achieving the goal of forming a communicative culture in students. This is a modern requirement for the training of professionally competent specialists.
<b><i>Analysis of real-life situation</i></b>	The method of analyzing specific real-life situations is the most effective method at all stages of learning to perform educational and developmental tasks of activity simulation. Depending on the topic of the lesson and the specifics of the content of the material, different types of situations can be used in the lesson: situation-illustration (an example from future professional practice or personal experience is given).
<b><i>Simulation-evaluation</i></b>	The activity means a description of a specific act is offered; the students' task: to evaluate the meaning of the situation and the correctness of the students' actions
<b><i>Simulation exercise</i></b>	Simulation exercises help students practice and improve their language skills. Requires choosing a scenario or situation that the students can realistically simulate in the classroom and assignment of roles. The students perform simulation in pairs or groups, depending on the scenario. The teacher monitors their performance and provide feedback on their language use.
<b><i>Microphone</i></b>	This technology is a kind of group-wide discussion of a certain problem, which allows everyone to say something quickly, answering in turn
<b><i>Project-based technology</i></b>	Project-based technology in education is an innovative approach that incorporates technology into learning through hands-on, project-based activities. In this approach, students use technology tools to work collaboratively on projects that are designed to help them develop essential skills and knowledge. Project-based technology in education

typically involves a range of technology tools, such as computers, tablets, interactive whiteboards, and other devices. These tools are used to facilitate collaboration and communication among students, and to provide access to a wide range of digital resources, including multimedia materials, software applications, and online databases. The is typically designed to be open-ended, allowing students to explore a topic in depth and to come up with their own ideas and solutions.

<b>Case study</b>	A case study is a detailed analysis of a real-life situation or problem that is used to teach and explore language concepts and skills. In this approach, students are presented with a specific scenario or case, and are then asked to analyze, discuss, and evaluate the language used in the case. Case studies typically focus on language usage and communication strategies in a specific context. The method provides a real-life example that students can use to learn and apply language concepts and skills in a practical way. Case studies often involve group discussions and analysis. Students work together to identify key language features and to analyze the context and purpose of the language used in the case. They may also be asked to make recommendations for how the language could be improved or to suggest alternative approaches to communication.
<b>Business game</b>	Business games are interactive learning activities that simulate real-life business situations in which students can practice and improve their language skills. These games can help students develop a range of essential skills, including communication, critical thinking, problem-solving, and collaboration. The games typically involve students working in groups or teams to make decisions and solve problems. The task may involve role-playing, decision-making, and strategic planning, as well as communication and negotiation skills. The students must work together to develop a strategy and make decisions that will help them achieve the goals.
<b>Decision tree</b>	The exercise enables students to explore a problem step by step and then summarize the knowledge by giving them a grade
<b>Search method</b>	The search method refers to the process of finding and evaluating information from various sources in order to enhance language learning and research skills. This method involves identifying a specific topic or question, and then using various search strategies to find relevant information. The search method involves using a range of resources, such as books, online databases, search engines, and other digital resources. The search method also encourages critical thinking and problem-solving skills. As students evaluate sources, they learn how to identify biases, consider different perspectives, and make informed decisions about the information they use. This can help students become more independent learners and develop lifelong research skills.
<b>Method “Corners”</b>	The exercise is a shared learning activity technique used after reading a text, listening to a recording, watching a film, or after posing a problem aimed at organizing a debate.
<b>Technique “Fishbone”</b>	The technique is a visual tool that is often used in an English lesson to help students analyze and understand the root causes of a problem or situation. This method uses a fishbone-shaped diagram to organize the causes of a problem into categories, allowing students to see the relationships between different factors and identify potential solutions. The students start by identifying the problem or issue they want to analyze. They then draw a diagram with the problem at the head of the fishbone and the categories along the branches.
<b>Collage</b>	The collage exercise is a visual activity often used in an English lesson to enhance students’ creativity, visual literacy, and communication skills. This exercise involves creating a visual representation of a topic or theme using a collection of images, text, and other materials. The collage exercise encourages creativity, critical thinking, and communication skills, as students are challenged to think creatively and to express themselves visually and verbally. It also allows for a diversity of interpretations and perspectives, as students may choose different images and materials to represent the same theme or topic.

Source: on the basis of literature review

The findings (Morton et al., 2012, Pearson & Koppi, 2002) show that using activity simulation in the English classroom, students overcome many difficulties, their activity and independence reach a high level. Increased student activity contributes to the development of positive motives for educational activity, reduces the need formal verification of results. We predict that learning outcomes may be sufficiently high and stable. At the same time the

students use the acquired knowledge more easily in practice and develop their skills and creative abilities.

Therefore, it is necessary to verify the idea of using activity simulations to enhance the efficiency of the process of language teaching to students of non-linguistic specialities.

## 2. Materials and Methods

The educational research on the problem of the use of activity simulations in the English language classroom was conducted to study and understand various aspects of foreign language teaching process and the positive aspects of application of activity simulations. This research typically involved a structured approach to data collection and analysis, using quantitative or qualitative methods or a combination of both.

The methodology of our educational research included the following steps:

1) Defining the research problem: The first step is to clearly define the research problem or question that the study seeks to address. This involves identifying the scope of the research, the specific variables to be studied, and the research objectives.

2) Conducting a literature review: The next step is to conduct a review of the existing literature related to the research problem. This involves searching for and reviewing academic articles, books, and other relevant sources to gain a better understanding of the research topic and to identify research gaps.

3) Formulating hypotheses or research questions: Based on the literature review, the researcher will formulate hypotheses or research questions that will guide the research process.

4) Choosing a research design: The researcher will then choose an appropriate research design, which may include experimental or non-experimental designs, surveys, case studies, or observational studies.

5) Collecting data: The next step is to collect data using various methods, such as surveys, interviews, observations, or experiments. The researcher must ensure that the data collection process is ethical and unbiased, and that the data is valid and reliable.

6) Analyzing data: The researcher will then analyze the data collected using appropriate statistical or qualitative methods to draw conclusions about the research problem or question.

7) Reporting findings: Finally, the researcher will report the findings of the study, including the research question, methodology, results, and conclusions. The report should be clear, concise, and accurate, and should contribute to the body of knowledge in the field of education.

Overall, the methodology of our educational research is a structured and systematic approach to studying educational phenomena of activity simulations in the process of language teaching. It allowed us to collect empirical data, which can be used to inform teaching practices, curriculum development, and policy decisions in the field of education in general and improve the foreign language process in particular.

To conduct our educational research we used a range of methods to gather data and draw conclusions about a particular pedagogical phenomenon like literature review to analyze the theory of application of activity simulations; open-ended survey involving collection of information from a large number of respondents through questionnaires or interviews; observation concerning systematical watching and recording the behavior of students and teachers to provide valuable information about how individuals interact with each other and their environment; content analysis involving the analysis and categorizing data to provide insights into patterns and themes in educational data; interview to gather information from individuals through one-on-one conversations and ensure detailed insights into individuals' experiences, opinions, and perspectives.

The research was conducted in the first semester of 2022-2023 academic year and involved 156 teachers of English language of different higher educational institutions throughout the country.

The respondents were individuals from teaching staff who participated in the educational research study as participants or subjects. They played a critical role in the research process, as the data collected from them informs the research findings and conclusions. Therefore, it is important to outline the certain requirements that our respondents met in order to participate in educational research.

The requirements for respondents of educational research on the use of activity simulation included:

- 1) **Informed consent:** Respondents must be informed of the purpose, procedures, risks, and benefits of the research study, and must voluntarily give their informed consent to participate. Informed consent ensures that respondents understand the nature of the study and that they have the right to withdraw from the study at any time.
- 2) **Eligibility criteria:** Respondents must meet the eligibility criteria set by the researcher for the study. Eligibility criteria may include age, gender, ethnicity, educational background, or other factors related to the research question.
- 3) **Confidentiality:** Respondents must be assured that their personal information and responses will be kept confidential and will not be disclosed without their permission. Confidentiality helps to protect the privacy of respondents and promotes trust in the research process.
- 3) **Respect:** Respondents must be treated with respect and dignity throughout the research process. Researchers must ensure that respondents are not subjected to any form of discrimination, coercion, or harassment.
- 4) **Safety:** Respondents must not be exposed to any harm or risk as a result of their participation in the research study. Researchers must take appropriate measures to ensure the safety and well-being of respondents throughout the research process.
- 5) **Compliance with ethical standards:** Respondents must be assured that the research study is conducted in compliance with ethical standards and guidelines established by relevant professional organizations and regulatory bodies. This includes obtaining ethical approval from relevant bodies before conducting the research study.

Thus, the requirements for respondents of educational research aim to protect the rights and well-being of respondents, ensure the quality and validity of the research findings, and promote ethical and responsible conduct in educational research.

To conduct the teachers survey with open-ended questions we used the following questions:

- 1) Have you ever used activity simulations in your English lesson?
- 2) How frequently do you use activity simulations in your English lesson?
- 3) What are the benefits of using activity simulations in your English lesson?
- 4) What challenges have you faced while using activity simulations in your English lesson?
- 5) Have you received sufficient training and support to effectively use activity simulations in your English lesson?
- 6) How do you select and evaluate activity simulations for use in your English lesson?
- 7) Have you noticed improvements in student engagement and learning outcomes when using activity simulations?
- 8) How do you integrate activity simulations into your overall lesson plan and curriculum?
- 9) How do you assess student learning and progress during and after activity simulations?
- 10) What are some successful examples of activity simulations you have used in your English lesson?
- 11) How do you ensure that activity simulations are culturally appropriate and relevant for your students?
- 12) How do you modify activity simulations to meet the language level and learning needs of your students?
- 13) What technical or resource constraints have you experienced when using activity simulations?
- 14) What strategies do you use to support students who may struggle with using activity simulations?
- 15) How do you provide feedback and support to students during and after activity simulations?
- 16) How do you involve students in the design and selection of activity simulations for your English lesson?
- 17) Have you noticed any differences in the effectiveness of activity simulations for different student groups, such as different age groups or language proficiency levels?

18) What areas of professional development would you like to have to improve your use of activity simulations in your English lesson?

19) How do you ensure that activity simulations align with the learning objectives and goals of your English lesson?

20) What advice would you give to teachers who are new to using activity simulations in their English lesson?

The teachers answered through e-mails or paper blanks.

### 3. Results

The findings showed that activity simulations are actively used by English language teachers. The literature review provided that 15 exercises are mostly used in the English classroom. They are the following: educational discussion, round table, brainstorming, analysis of real-life situation, simulation-evaluation, simulation exercise, microphone, project-based technology, case study, business game, decision tree, search method, method “Corners”, technique “Fishbone”, and collage. We questioned the teachers how frequent they use these exercises. The results showed that brainstorming (48,5 %), education discussion (43,0 %), round table (39,9 %), project-based technology (29,8 %), analysis of real-life situations (26,4 %), and simulation exercise (25,4 %) are used most often. At the same time teachers avoid using such exercises as search method (24,0 %), collage (23,5 %), simulation evaluation (19,8 %), Fishbone (19,7 %), Microphone (18,2 %), Corners (16,8 %).

Table 2 shows the results of teachers survey on the use of activity simulation exercises in the English language classroom

Table 2. The results of questionnaire of students and teachers

Activity simulation exercise	Frequency of use in the English classroom			
	Often	Sometimes	Rarely	Never
Educational discussion	43,0 %	27,6 %	20,1 %	9,3 %
Round table	39,9 %	32,2 %	24,5 %	3,4 %
Brainstorming	48,5 %	31,0 %	19,0 %	1,5 %
Analysis of real-life situation	26,4 %	31,7 %	28,3 %	12,6 %
Simulation-evaluation	19,8 %	29,8 %	30,6 %	19,8 %
Simulation exercise	25,4 %	26,7 %	33,5 %	14,4 %
Microphone	18,6 %	23,5 %	39,7 %	18,2 %
Project-based technology	29,8 %	31,7 %	22,1 %	16,4 %
Case study	23,9 %	32,4 %	28,9 %	14,8 %
Business game	21,6 %	39,8 %	27,4 %	11,2 %
Decision tree	12,7 %	27,8 %	40,6 %	18,9 %
Search method	11,1 %	25,6 %	39,3 %	24,0 %
Method “Corners”	10,6 %	30,5 %	42,1 %	16,8 %
Technique “Fishbone”	9,7 %	29,7 %	40,9 %	19,7 %
Collage	9,9 %	23,5 %	43,1 %	23,5 %

Source: own author’s development on the basis on teachers survey results

Besides, the findings show that teachers face certain difficulties while using activity simulations. The include:

1) Technical difficulties, such as slow loading times or glitches during the simulation, can be frustrating for students.

2) Lack of access to technology and internet connectivity can be a significant barrier for some students and schools.

3) Creating effective activity simulations can be time-consuming and costly, requiring significant resources for development, maintenance, and equipment.

4) Simulations that are too advanced or culturally inappropriate can hinder learning and cause frustration for students.

5) Language level and cultural appropriateness must be considered to ensure that the simulation aligns with the learners' needs and background.

- 6) Limited interaction can occur in activity simulations, as they may not offer the same level of social learning opportunities as face-to-face communication.
- 7) Students may struggle to transfer the skills they learn in the simulation to real-life language use.
- 8) Simulations may lack authenticity and not fully replicate real-world situations.
- 9) Teachers may not have sufficient training or experience in using activity simulations, which can impact the effectiveness of the simulation.
- 10) Some students may have different learning styles or preferences that are not catered for in the simulation.
- 11) Activity simulations may not provide the same level of challenge or engagement for all students, leading to boredom or disinterest.
- 12) The content and design of the simulation must be carefully considered to ensure that it aligns with the language learning objectives.
- 13) Students may be overwhelmed by the complexity or unfamiliarity of the simulation, leading to confusion or frustration.
- 14) Feedback mechanisms within the simulation may not be sufficient to support student learning and development.
- 15) Simulations may not be inclusive or accessible for all students, such as those with disabilities or those who speak English as an additional language.

Table 3 shows the analysis of teachers' answers on the difficulties faced while using activity simulations in the English language classroom. The findings show that most often teachers the educational process is complicated because of technical (13,4 %) and technological difficulties (11,3 %), different knowledge levels among students (20,7 %), diverse groups (22,3 %), insufficient feedback (18,1 %), and low inclusiveness (26,8 %).

Table 3. The difficulties faced while using activity simulations in the English language classroom

Difficulties faced while using activity simulations	Teachers' answers			
	Often	Sometimes	Rarely	Never
Technical difficulties	13,4 %	20,5 %	41,2 %	24,9 %
Technological difficulties	11,3 %	19,0 %	39,8 %	29,9 %
Time consumption	9,1 %	21,4 %	31,2 %	38,3 %
Advanced tasks may cause frustration and fear among students	10,6 %	19,8 %	28,5 %	41,1 %
Different language knowledge levels	20,7 %	22,3 %	34,5 %	22,5 %
Limited activity for all the students	19,5 %	23,4 %	32,8 %	24,3 %
Use of integrated skills	21,9 %	26,8 %	29,4 %	21,9 %
Lack of authenticity	17,6 %	20,5 %	30,8 %	31,1 %
Absence of experience to use activity simulations among teachers	8,7 %	21,4 %	40,4 %	29,5 %
Students' different learning styles	20,5 %	24,6 %	29,1 %	25,8 %
Diverse groups	22,3 %	24,7 %	30,8 %	22,2 %
Focus towards content	17,9 %	26,1 %	29,3 %	26,7 %
Complicated or uncertain tasks for some students	15,5 %	23,9 %	30,4 %	30,2 %
Insufficient feedback	18,1 %	20,8 %	29,9 %	31,2 %
Low inclusiveness	26,8 %	27,9 %	30,2 %	15,1 %

Source: own author's development on the basis on teachers survey results

Also, the survey findings show that using activity simulations in the English language classroom has a number of advantages in case of their appropriate application. We found that the advantages are the following:

- 1) Engage Students: Activity simulations make the learning experience more engaging and interactive, increasing student participation and motivation.
- 2) Real-life application: They provide opportunities for students to use English in real-life contexts and situations, making it easier for them to retain the language.
- 3) Develops critical thinking: Activity simulations challenge students to think critically and make decisions, improving their problem-solving skills.
- 4) Language practice: Students get to practice their English language skills in a practical and enjoyable way.

- 5) Improves Communication: It enhances students' communication skills by requiring them to interact with others in the target language.
- 6) Individualized Learning: Activity simulations can be tailored to meet the needs of individual students, allowing for personalized learning experiences.
- 7) Improves Collaboration: Students learn to collaborate and work together towards a common goal, promoting teamwork and communication.
- 8) Enhances Creativity: Activity simulations can stimulate creativity and innovation, encouraging students to think outside the box.
- 9) Enhances memory retention: By engaging students in hands-on activities, activity simulations can improve memory retention and recall.
- 10) Increases Cultural Awareness: By immersing students in different cultures and contexts, activity simulations can increase cultural awareness and understanding.
- 11) Provides a fun learning experience: Activity simulations can be enjoyable and engaging, making learning fun and less intimidating for students.
- 12) Improves Language Fluency: Activity simulations provide opportunities for students to practice speaking and listening, improving their fluency in the target language.
- 13) Fosters Empathy: Activity simulations can help students develop empathy and understanding for others by putting them in someone else's shoes.
- 14) Increases Confidence: By practicing their language skills in a safe and supportive environment, students can increase their confidence in using English.
- 15) Encourages Exploration: Activity simulations can encourage students to explore new ideas, cultures, and perspectives, expanding their worldview.
- 16) Encourages Self-Reflection: Activity simulations can promote self-reflection and critical thinking by encouraging students to analyze their own thoughts and actions.
- 17) Provides instant feedback: Activity simulations provide instant feedback, allowing students to assess their own performance and make adjustments accordingly.
- 18) Increases Retention: Activity simulations can increase retention of language skills and content by providing a memorable learning experience.
- 19) Develops Transferable skills: Activity simulations can help students develop transferable skills such as problem-solving, communication, and collaboration.
- 20) Enhances motivation: Activity simulations can enhance students' motivation to learn by providing a fun, engaging, and interactive learning experience.

Table 4 shows the analysis of advantages of using activity simulations in the English language classroom. The findings reported that activity simulations contribute to engagement of students, formation of real-life experience, language practice, improvement of communication, improvement of collaboration, efficient organization of individualized learning, and motivation enhancement.

Table 4. The advantages of using activity simulations in the English language classroom

Advantages of using activity simulations in the English language classroom	Teachers' answers			
	Often	Sometimes	Rarely	Never
Engagement of students	46,1	24,0	11,2	18,7
Real-life application	38,2	33,5	12,9	15,4
Development of critical thinking	21,8	34,6	17,3	26,3
Language practice	47,3	30,7	12,8	9,2
Improvement of communication	42,9	36,7	19,4	1,0
Organization of individualized learning	29,8	32,9	23,1	14,2
Improvement of collaboration	22,7	29,8	34,6	12,9
Improvement of creativity	21,9	30,0	40,5	7,6
Enhancement of memory retention	14,9	24,2	46,9	14,0
Increasing of cultural awareness	11,2	19,6	54,3	14,9
Fun and enjoyment	23,5	28,4	33,1	15,0
Improvement of language fluency	28,6	29,7	30,6	11,1
Empathy fostering	9,5	21,4	43,9	25,2
Confidence increasing	13,9	24,7	44,8	16,6
Encouragement of exploration	10,7	26,3	46,1	16,9
Encouragement of self-reflection	8,6	28,5	49,2	13,7

Instant feedback	16,5	27,4	39,6	16,5
Retention increase	18,7	26,3	45,0	10,0
Development of transferable skills	19,9	31,6	42,7	5,8
Motivation enhancement	34,3	38,8	26,5	0,4

Source: own author's development on the basis on teachers survey results

The findings show that the use of activity simulations improve the educational process significantly and bring lots of advantages to both teachers and students. At the same time the use of activity simulation exercises in the English language classroom cause a number of difficulties if the teachers use teaching methods inappropriately. We developed the recommendations to use activity simulations while teaching the English language. The recommendations for the teaching staff and the stages of efficient application of activity simulation in the English language classroom are presented further.

#### 4. Discussion

Mastering a foreign language requires preventing and overcoming various difficulties which arise at various stages of educational activity. Let's consider them in more detail. The preparatory stage of the lesson involves announcing the topic of the lesson, the goal, educational goals and tasks, and determining the work mode. At this stage, emotional, physiological, and personal barriers arise. The students complain that they are tired, that they are not in the mood, offer to change the subject of the lesson, etc. Barriers caused by the student's mood and reluctance to work can be long or short, depending on how the teacher organizes further work.

During the actual lesson, the educational goals and tasks provide for the students' mastery of various types of speech activities, which include listening, speaking, reading, writing, as well as surveying the learned material and explaining new ones. Listening is accompanied by a state of panic, tension, frustration, fear of making a mistake and fear of failure. Such conditions occur each time, but they gradually subside with repeated listening. Communicating in a foreign language causes states of insecurity, anxiety and worry, fear of making a mistake, fear of being laughed at, isolation, aggression and even tears, that is, all the body's protective reactions to stress.

Such conditions are relatively stable and occur every time when there is a need to communicate and speak a foreign language. Reading, as a rule, does not cause special problems, but working with the text, performing certain tasks related to understanding the text and conveying its content, can be accompanied by laziness, lack of interest, apathy, and violation of discipline. Writing is accompanied by dissatisfaction, laziness, fear of openly and undeniably showing one's ignorance of the subject in front of the teacher, inability to clearly and competently express one's thoughts in writing. Examining the studied material causes students fear, uncertainty in the correctness of their answers, fear of making a mistake, accompanied by fear. Explanation of new material causes in students a state of laziness, indifference, insecurity regarding the perception of new material aurally and visually, which are related to the speed of presentation and complexity of the new material.

The final stage of the lesson includes independent and control work, tests and exams. Independent and control work can be accompanied by uncertainty and other negative emotional and motivational states. Tests and exams cause stress, depression, anxiety and fear, insecurity.

Of course, the above conditions are not characteristic of all students. The presence of difficulties in the educational process is determined by the level of speech preparation, the formation of speech skills and abilities, as well as the mental spheres of the student's individuality.

The ability to manage one's mental states and overcome difficulties is an important quality of a modern specialist. The learning process should be built in such a way that the skills and abilities acquired by a person are preserved even after the completion of education, provide him with the opportunity to become a specialist in his specialty.

However, the most valuable feature of the future specialist is his ability to relieve nervous and mental tension, solve psychological crises, and get out of depressive states. In order to develop all these personal qualities, it is necessary to penetrate into the inner mental world of the student, to form and realize his inner potential with the help of active learning methods.

One of these methods is the method of creating problem situations, which is aimed not only at mastering specific knowledge, but also at improving various mental skills of specialists: the ability to analyze, solve problems, the ability to manage one's emotions, and make responsible decisions in suboptimal conditions.

Modeling various situations and solving them in the process of learning a foreign language allows you to solve the following problems:

- to satisfy cognitive interest, i.e. to overcome cognitive and informational difficulties;
- to ensure effective assimilation of language material, since the solution of problematic and special situations is remembered for a long time, and the subsequent application of a similar situation in the educational process and real communication calls up the necessary language units from memory;
- to study the behavior of people in certain situations;
- contribute to solving communicative tasks.

Thus, the use of special problem situations during foreign language learning helps the students develop an adequate attitude to difficulties and consider the barrier as a stimulus for personal and professional development.

Thus, a foreign language as an educational subject is distinguished from other subjects by certain features (dominant speech activity, solving a whole set of problems that are distributed among several educational subjects, a constant search for the most effective ways of selecting and organizing educational material, etc.), and also possesses a wide range of possibilities when creating and solving situations that cause communication barriers; diversity and adaptability of foreign language learning conditions; variability of teaching methods and tools; the possibility of organizing independent work of students, etc.

In the process of learning, it is possible to create three types of special situations: educational (real), imaginary probable (professional), imaginary improbable (fantasy).

Educational situations include the teacher's influence on the student's educational activities and the formation of spheres of individuality. Such situations arise thanks to the teacher's questions, tasks, and his comments related to the student's educational activities, intensifying the developing effect of a special situation.

Imaginary probable situations allow practicing in actions under the circumstances when the student needs to be in the future. During the solution of the situation, the student realizes his beliefs, desires, opportunities, conditions for their implementation, imaginary transfer to the future professional activity.

Imaginary improbable situations are characterized by the fact that, while performing the task, the student must demonstrate creative abilities, imagination, initiative, decision-making, and a sense of humor, that is, all professionally significant qualities of individuality. Problem and informational questions that the teacher prepares in advance or those that appear during the course of the class, analysis and solution of problematic and special situations become methods of solving problematic and special situations. Problematic questions indicate the existence of an educational problem and an appeal to the future - the search for knowledge still unknown to the students. Informative questions appeal to knowledge acquired in the past, which is known to the students and is necessary for understanding the situation and including it in the process of solving the situation.

Thus, in the process of solving the situation, the students get used to finding answers to the questions, they develop reflection, self-assessment, self-awareness, understanding of their possibilities for becoming a future specialist, awareness of the need to develop important skills, traits and qualities. However, in order for the special situations to cause the student to have an attitude towards self-development, they must meet the needs of self-development: the need to master the lack of professional knowledge and skills, as well as the need to develop important professional traits and qualities of individuality and personality. Therefore, the difficulty of creating special situations is to make the needs of awareness and personal significance for each student, to ensure the meeting of these needs with professional activity and to create an attitude to actively transform one's mental world and to actively work on oneself.

In order to use activity simulations efficiently a teacher must consider the following recommendations in the English language classroom:

- provoke listeners to a theoretical explanation of phenomena, facts, events by using analogies or contrasts when explaining new, comparing with already known material, establishing cause-and-effect relationships;

- alternate and combine the analysis and synthesis of phenomena, facts, events, actions in the teacher's lecture activity;
- provoke students to analyze the facts and phenomena of reality, hypotheses, skills and approaches to solving a problem situation;
- cite during the presentation of new material examples from life situations, experience of students' practical activities, everyday life, social and professional activities, accumulated by teachers through observation, reading, analysis of literature;
- use various situations in the language to create the necessary semantic supports and placing accents, which are oriented to the perception of the students;
- associate individual problems with general ones and explaining their features by arguing well-known provisions;
- establish inter-subject connections of the problem, topic, problem situation and explanation of facts and phenomena based on the use of other scientific and conceptual apparatus, data of other sciences;
- familiarize students with facts that require explanation, formulation of hypothesis;
- appeal to the direct social, professional and labor activities of the listeners;
- addressing the personality of the listener, using his cognitive, social, professional and exclusively personal motives;
- project the general problem on questions of everyday life, relationships with people, interpersonal interaction, feelings, thinking, behavior of listeners;
- use the technique of causal attribution of people's actions and facts, certain actions of various persons or social groups, which allows to determine the real motives of their behavior and activities, to explain the manipulative nature of actions that are oriented towards demagoguery or distraction from the essence of the problem, from the solution of actual tasks;
- use empathy (compassion, sympathy), identification with feelings and thoughts showing video clips, film fragments or any other audiovisual materials that should be explained, argued and systematized in the mental activity of students in the form of problem solving, argumentation or explanation of facts and phenomena;
- use various techniques problem, topic, question, materials are artificially divided into parts, and later assembled into a system;
- solve a new situation, using the material of a known, familiar situation;
- verify, analyze and evaluate the results of the application of problem solving methods.

The use of the above methods once again proves that the advantage of a foreign language over other subjects lies in the fact that it makes it possible to model educational situations that touch on a problematic nature and situations that can be used to study human behavior in specific conditions. Solving problematic and special situations in the process of learning a foreign language, which are based on a communicative barrier, allows you to satisfy cognitive interest, ensure the behavior of people in given situations, contributes to solving communicative tasks, increases the student's personal potential, motivation to master the language.

Therefore, the possibilities of a foreign language as an educational subject in creating and solving special situations that cause communicative barriers lie in the following aspects:

- 1) in the communicative orientation of the subject, which makes it possible to model communicative communication situations;
- 2) the possibility of solving not only educational tasks, but also tasks related to solving personal mental problems of students (the possibility of using problematic and special situations);
- 3) the possibility of using the whole variety of techniques and means of activating the educational activity of students in artificial conditions of speech communication;
- 4) organization of independent work as a means of achieving certain goals in the process of learning a foreign language.

## 5. Conclusions

We have come to the conclusion that activity simulations perform four functions; simulating, educational, organizing, and controlling. During the educational activity, the teacher is forced to select the material, proceed from the objective possibilities of the educational material: its generalization, specificity, systematicity, complexity, conventionality, and determines the quality of educational and cognitive information and tries to enhance the formation of aspects of the student's personality.

This causes that the use of activity simulations is a system of various steps and developing structures. In other words, educational information receives the status of the task, which the student will have to solve under the guidance of the teacher.

Also, activity simulation involves the variability of teaching methods. In addition, activity simulation in the English language classroom creates the subjective position of the student, awareness and acceptance of the goal of knowledge and self-assessment of available means for decision and obtaining results.

Therefore, the essence of activity simulation is formation and further development of students' creative abilities by activating their thinking on the base of problem situations created by the teacher.

Incorporating foreign language in classroom activity simulations can be an effective way to engage students in the language learning process. Simulations provide a context for students to use the language in a realistic setting, allowing them to practice communication, vocabulary, and grammar in a fun and interactive way. This approach not only enhances students' language skills but also promotes cultural awareness and understanding. By simulating real-life situations in a foreign language, students can develop confidence and competence in communicating with native speakers. Teachers can design simulations that cater to different proficiency levels and language goals, allowing all students to participate and learn at their own pace. Overall, using foreign language for activity simulations in the classroom is a powerful tool for language educators to create engaging and effective learning experiences for their students.

## 7. Conflict of interest

The authors declare no conflict of interest.

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