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## **THEORETICAL BASES OF BUSINESS GAMES USE IN THE EDUCATIONAL PROCESS OF THE HIGH SCHOOL**

### BASES TEÓRICAS DE LA UTILIZACIÓN DE JUEGOS NEGOCIO EN EL PROCESO EDUCATIVO DEL PRE UNIVERSITARIO.

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#### ABSTRACT

Business games recently acquired enormous popularity. They are used in the training school and university students. Moreover, with their help serious industrial, economic, administrative problems, are solved, so as when hiring new employees. Unfortunately, the theory of business games to date still has not developed and is full of contradictions. The analysis found that the educational business game is a variant, dynamically developing form of organization of activity purposeful interaction and communication of all its participants in the implementation of pedagogical guidance by the teacher. The essence of this form is the relationship of simulation modeling and role behavior of game participants in the process of solving typical professional and educational tasks of a sufficiently high level of problems. The report found that the business game as a method of training is a normative model of the processes of activity. In particular, such a model is a role which contains a set of rules determining the content and direction, the nature of the actions of the players. The game method is first of all the performance of the role according to certain rules laid down in it, and the games used in training and education, first of all, role-playing games.

#### Keywords:

Education, pedagogics, business game, forecasting, teaching.

#### RESUMEN

Los juegos de negocios adquirieron recientemente una enorme popularidad. Se utilizan en la escuela de formación y los estudiantes universitarios. Por otra parte, con su ayuda se resuelven graves problemas industriales, económicos, administrativos, a su vez a la hora de contratar nuevos empleados. Desafortunadamente, la teoría de los juegos de negocios hasta la fecha aún no se ha desarrollado y está llena de contradicciones. El análisis encontró que el juego de negocios educativos es una variante, una forma de organización de la interacción de la actividad dinámicamente desarrolladora y la comunicación de todos sus participantes en la aplicación de la orientación pedagógica por el profesor. La esencia de esta forma es la relación entre el modelado de simulación y el comportamiento de rol de los participantes del juego en el proceso de resolver las típicas tareas profesionales y educativas de un nivel suficientemente alto de problemas. El trabajo encontró que el juego de negocios como método de entrenamiento es un modelo normativo de los procesos de actividad. En particular, este modelo es un rol que contiene un conjunto de reglas que determinan el contenido y la dirección, la naturaleza de las acciones de los jugadores. El método del juego es en primer lugar el desempeño del papel de acuerdo con ciertas reglas establecidas en él, y los juegos utilizados en la formación y la educación, en primer lugar, juegos de rol.

#### Palabras clave:

Educación, pedagogía, juego de negocios, predicción, enseñanza.

## INTRODUCTION

In the process of preparing qualified specialists, active and interactive forms of training are widely used in the educational process in combination with extracurricular work. Business games have recently gained immense popularity. They are used in training high school students and students. In addition, with their help serious industrial, economic, managerial problems are solved, they are addressed when hiring new employees. Unfortunately, the theory of business games has not yet been sufficiently developed and is full of contradictions.

Business game as a method of training is a normative model of the processes of activity. In particular, such a model is a role that contains a set of rules that determine both the content and direction, the nature of the actions of the players. The game method is first of all the performance of the role according to certain rules laid down in it, and the games used in training and education are, first of all, role-playing games. A special regulatory value in gaming education belongs to the game problem: it is the core of the playing role and determines the educational and learning value of a particular game. In the game, the problem is the source of development, "sets in motion" the role, it also creates problematic game situations.

The educational business game is a variant, dynamically developing form of organization of purposeful interaction of activity and communication of all its participants in the implementation of pedagogical guidance by the teacher. The essence of this form is the relationship of simulation modeling and role behavior of game participants in the process of solving typical professional and educational tasks of a sufficiently high level of problems.

There is a three-dimensional classification, which takes into account the main parameters of business games. The first axis represents a continuum from the actual production activity to the training session (there is no distribution of roles, the teams are independent). The second axis reflects the degree of interaction. Its extreme manifestations are a hole game and a meeting with the lobby. The third axis reflects the nature of the response, (feedback). It can have variants from a ballpark to a system evaluation of the indicators inherent in the simulated system.

Consciousness influences the choice of behaviors. In the process of a business game, the trainee must perform actions similar to those that may take place in his professional activity. Regulation of social relations is carried out by the Russian state in various forms. The difference is that the answers to questions about the consequences of the actions taken, in game situations, gives a model of reality,

and not the reality itself. This feature is the main advantage of gaming learning methods, as it allows:

Firstly, do not be afraid of the negative consequences for society of any wrong actions of the trainees, but, on the contrary, turn it to good advantage. Gaining experience;

Secondly, significantly accelerate the time of the flow of real processes. For example, what happens in life for several years can be compressed to several hours;

Thirdly, it is possible to repeatedly repeat certain actions to strengthen the skills for their implementation;

Fourthly, the actions are carried out in an environment of "conditional" (model) reality, empower the trainees and stimulate them to find the most effective way of making decisions. Thus, different types of business games allow us to reveal from different sides both our own opportunities separately and in joint activity with other participants.

## DEVELOPMENT

Since the detailed description of each generalized technology is an independent task, we in our study focused on the characterization of active learning, predominantly contextual and game type. This choice is explained by the fact that in the system of vocational education active learning can become (and in many has already become) system-forming, in the framework of which all other generalized pedagogical technologies are used. In addition, it is in the teaching technologies of this type that the most promising is the use of business games.

*The first business game was developed and conducted in the USSR in 1932 by M.M. Birshtein.*

On weekends, students of universities and business leaders gathered in the territory of the factory "Red Weaver" and discussed the process of transition to the production of new products without stopping production [1, p. 148]. In 1938 business games in the USSR suffered the fate of a number of scientific areas, they were banned. But seriously began business games in the end of the last century. The organizational and activity games (ODI) of the philosopher and methodologist Georgy Schedrovitsky, as well as the managerial duels of Vladimir Tarasov, the founder of the Tallinn School of Managers, became a notable phenomenon in the Russian market. Their second birth took place only in the 1960s, after the first business games appeared in the USA (1956, Charles Abt, C. Greenblatt, F. Gray, G. Graham, G. Dupuis, R. Duke, R. Prudhomme and others).

The educational business game from the position of game activity is the cognition and actual learning by the students

of the social and objective reality in the process of solving the game problem by playing simulation, recreating the main types and behaviors in the roles of certain rules laid down in the game conditions, and on the model of professional activity in conditional Situations. A business game is: 1) a model of people's interaction in the process of achieving certain goals-economic, political, etc.; 2) group exercise to develop solutions in artificially created conditions that imitate the real situation.

In general, the authors note such goals of use as:

- Formation of cognitive and professional motives and interests.
- Education of the specialist's system thinking, including a holistic understanding not only of nature and society, but of himself, his place in the world.
- Transfer of a holistic view of professional activity and its large fragments, taking into account the emotional-personal perception.
- Training in collective mental and practical work, the formation of skills and skills of social interaction and communication, the skills of individual and joint decision-making.
- The development of a responsible attitude towards the cause, respect for the social values and attitudes of the collective and society as a whole.
- Training in modeling methods, including mathematical, engineering and social design.

#### *Business game as a method of training is a normative model of the processes of activity.*

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the process of solving typical professional and educational tasks of a sufficiently high level of problems.

This pedagogical process is a special manifestation of the principle of reasonableness. The objective form of expression of intelligence finds in the actions, decisions of man, ie, after the manifestation of "outside." Evaluation of the reasonableness of actions, decisions must take into account their balance, the focus on achieving the goals, the common good, utility, economy, reality, compliance with established order, rules, etc. Transformation of personal qualities of students takes place at all levels of preparation and conduct of a business game. Before them, the goal is to get used to the image of a specialist whose role they will perform. When preparing a game, the teacher, as a rule, encourages them to try to think for their character, to think about the preparatory stage, as his specialist would have thought out. At the same time, the student learns to overcome the difficulties of verbal and non-verbal associations.

Thus, a business game can be considered as a dynamic and deterministic system of "teacher-student" and "student-student". From the standpoint of system analysis, it is an open system in which the activities of participants are based on information coming through feedback with the constant diagnosis of partner reactions.

#### *Main Part*

The system of education in our country has entered a period of fundamental changes characterized by a new understanding of the goals and values of education, awareness of the need for transition to continuing education, new conceptual approaches to the development and use of teaching technologies, etc. Realization of many of the tasks facing the system of education at the present stage of tasks is impossible without the use of new methods and means of educational technologies. In this connection, the study of the structure of business games acquires special significance.

The most important parameters of the structure of the educational business game are its constructive properties, reflecting the functional unity of the goals, structure and content of the game. In this study, these parameters are derived from the characteristics of a business game as a developed form of gaming activity and include: mastering the profession, playing the role, managing and self-governing, rational organization of work, making non-standard decisions, teamwork, creating a workable team, fun, emotionality, awareness of the lack of knowledge, The acquisition of practical knowledge and skills, leadership,

business communication, the performance of roles, the value of the results of the game.

Note that both its parts (game model and simulation model) can be successfully, and in a number of cases, most effectively implemented on a computer with the help of such information modeling tools as multi-media technology, "virtual reality" technology, "artificial intelligence".

Thus, the business game originated as a tool for finding managerial decisions in the conditions of uncertainty and multifactoriness. At present, they are used in the educational process of higher educational institutions, as a pedagogical technology, or one of the methods of active learning, in carrying out socio-psychological training and in production to solve production, social and psychological problems. In all cases there is a "two-dimensionality of the business game" and not only gaming or professional tasks are being solved, but at the same time there is training and education of participants.

## CONCLUSIONS

Business game can be considered as a self-regulating system. If the usual training sessions involve communication of the teacher and students "vertically", when the instructor completely dictates the direction and mode of work, revealing the students' lack of information on a number of issues, then the relations in the business game between its participants are formed along the "horizontal". It develops the basis of free, creative relationships, equally informed partners. The teacher is excluded from the number of direct partners, he seems to be going to second place, on Wednesday, the audience. This circumstance removes a certain psychological barrier of communication, liberates students.

The student fills the role with individual means of self-expression, struggles for professional and intellectual recognition in the group.

Thus, the preparation of a business game is a multi-stage procedure and depends on a number of subjective or objective factors.

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