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## CONDITIONS OF CONDUCTING BUSINESS GAMES ON THE DISCIPLINE THEORY OF STATE AND LAW

### CONDICIONES DE REALIZAR JUEGOS DE NEGOCIOS SOBRE LA DISCIPLINA TEORÍA DEL ESTADO Y DEL DERECHO

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#### ABSTRACT

Modern society, in which knowledge becomes the most important strategic resource and the determining component of the economy, can not but impose new demands on both general and professional education. The theory of state and law is a fundamental discipline, studied at law faculties. Particular 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.

#### Keywords:

Business game, values, training, modeling, teaching.

#### RESUMEN

La sociedad moderna, en la que el conocimiento se convierte en el recurso estratégico más importante y el componente determinante de la economía, pero no puede imponer nuevas exigencias, tanto en la enseñanza general y profesional. La teoría de la ley estatal y es una disciplina fundamental, estudiado en las facultades de derecho. Valor normativo particular, en la educación de juego pertenece al problema del juego: es el núcleo del juego de roles y determina el valor educativo y el aprendizaje de un juego en particular.

#### Palabras clave:

Juego de los negocios, los valores, la formación, el modelado, la enseñanza.

## INTRODUCTION

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 a role, managing and self-governing, rational organization of work, making non-standard decisions, teamwork, creating a workable team, fascination, 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.

## DEVELOPMENT

At present, business games 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.

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 relations, 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.

Business game is one of the methods of active learning and is widely used in the educational process. Nevertheless, the practice of using business games in teaching at the law faculty is rare at the time when domestic and foreign pedagogy indicate that active learning technologies, including business games, contribute to the formation of cognitive and professional motives and interests of trainees.

Modern realities put before the higher school new tasks: training is not just a specialist with a certain amount of knowledge, but competitive, independent, able to apply certain skills of a professional.

To realize this goal, it is necessary to carry out a decisive turn from mass, gross education to strengthening the individual approach, developing the creative abilities of future specialists, relying on their independent work, active forms and methods of teaching.

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 problem.

One of the goals of such games is to instill in students the skills of solving specific legal issues and accumulating practical experience in solving procedural issues on the basis of creating a specific legal model that is as close as possible to the real life situation.

For maximum effectiveness, it is necessary to create, both at the stage of preparation and at the stage of the business game, conditions as close as possible to real situations related to the conduct of the court session.

It is possible to achieve this in several ways:

- Conduct an analysis of educational videos made in the real halls of the court session, the State Duma, etc.
- View the video archive of business games.
- To study the real procedural documents, which are in the archives of the department.

- To study civil cases prepared by students and prepare procedural documents in a special room (in the legal clinic "Themis").
- To hold consultations with students studying at a legal clinic and visit together with them real court hearings and, of course, to create an atmosphere of the courtroom during a business game.

Practical skills related to participation in the court session are achieved by students by conducting trainings and business games while conducting classes in a legal clinic where students have a real opportunity to participate in this legal process related to protecting the interests of clients of a legal clinic.

The courtroom allows you to bring the learning process closer to real life situations, which enables students to gain real skills in participating in litigation and more responsibly to the learning process.

The analysis allows us to state that when studying procedural courses students not only participate in didactic games in the imitated courtroom and watch educational films shot in real courtrooms, but also have the opportunity to provide legal assistance independently.

Thus, the use of an imitation or real hall of the court session enables students to acquire practical skills in dealing with legal situations in conditions closest to their future practical activities.

## CONCLUSIONS

At present, in Russia, as in all developed countries of the world, a gradual transition to a postindustrial, so-called "information" society began. The post-industrial stage of the development of society is characterized by a significant change in its structure (social division of labor, transferring the center of gravity from material production to the field of information processes and technologies).

In the process of preparing qualified specialists, active and interactive forms of teaching are widely used in the educational process in combination with extracurricular work. Such classes are conducted with the aim of forming and developing the professional skills of students.

Business games have recently gained immense popularity. They are used in training high school students and students. Immediately before the application of business games at the seminar classes in higher education, the instructor should familiarize himself with the algorithm of conducting business games.

At the preparatory stage, the following operations can be distinguished:

Select a topic and diagnose the original situation. The topic can be almost any section of the training course. It is desirable that the training material has a practical outlet for professional activity or for a special academic discipline.

Formation of goals and objectives. Goals and objectives are formed not only taking into account the topic, but also the initial situation. In one situation, but with different goals, you can build a game differently. To do this, it is necessary to place the accents and formulate the goals at each stage or operation accordingly.

Definition of structure. The structure is determined taking into account the goals, objectives, theme, composition of participants.

Diagnosis of participants in a business game. Conducting classes in game forms will be more effective if the teacher's actions are not addressed to an abstract student, but to a "concrete" person or a deeply studied group of people. Optimization of training requires intensive work of the teacher at the stage of preparation for the lesson, the choice of teaching methods and their organization.

Diagnosis of objective circumstances. In this case, we consider the question of where, how, when, under what conditions and with what subjects the business game will take place, i.e. Its external attributes are evaluated. By definition, N.V. Borisova, the educational business game can be considered as a "branch of pedagogy" and as a "branch of simulation". This duality determines the advantages of a business game as a "tool" for learning. The fact is that, like any game, a business game puts the listener in an imaginary or conditional situation, set by the simulation model, and requires the implementation of imaginary (game) actions. But at the same time, the trainee remains in the situation of the real educational process, performs quite realistic actions, which in their substantive content do not differ from those carried out in the framework of other forms of the educational process (analyzes, selects data, sets and solves problems, etc.) is located in a very real relationship with other partners in the game.

When preparing for gaming activities, it is necessary to comply with such methodological requirements:

- The game should be a logical continuation and completion of a specific theoretical topic (section) of the academic discipline, a practical addition to the topic (section) or the completion of the study of the discipline as a whole.
- Maximum closeness to real production conditions.
- Creating an atmosphere of search and ease.

- Careful preparation of educational and methodical documentation.
- Clearly formulated tasks, conditions and rules of the game.
- Identification of options for possible solutions to this problem.
- Availability of necessary equipment.

At the main stage, the teacher conducts a business game of the appropriate subject, taking into account all requirements, rules, techniques and algorithms.

At the final stage, the analysis of the data obtained as a result of the business game is conducted. Studying the attitude of students to the seminar, the need to use knowledge from other areas of law, the possibility of using additional literature and equipment, as well as the possibility of further use of business games in the discipline "Theory of State and Law" is projected.

In conclusion, we note that compliance with all stages will allow us to analyze the features of the use of business games to improve the progress of students in the process of teaching the discipline "Theory of State and Law".

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