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THE DIDACTIVE VALUE OF BUSINESS GAMES

JUEGOS DE NEGOCIO DE VALOR DIDÁCTICO

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ABSTRACT

Business games have recently gained immense popularity. In the process of preparing qualified specialists, active and interactive forms of training are widely used in the educational process in combination with out-of-class work. 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 to date has not been sufficiently developed and is full of contradictions. Since a detailed description of each generalized technology is an independent problem, we stopped in his study on the characteristics of active learning and playing mostly pop type. The art of designing the educational process lies in the fact, to find a balance between the different pedagogical technologies. When designing the learning process through learning activities must be based on the idea of contextual learning.

Keywords:

Pedagogics, business game, values, training, modeling, simulation, activity, activity, teaching.

RESUMEN

Juegos de negocio recientemente han ganado una inmensa popularidad. En el proceso de preparación de especialistas cualificados, formas activas e interactivas de formación son ampliamente utilizados en el proceso educativo en combinación con el trabajo fuera de clase. Se utilizan en la formación de estudiantes de secundaria. Además, con su ayuda, graves problemas de gestión industriales, económicos se resuelven, se dirigen al contratar nuevos empleados. Por desgracia, la teoría de los juegos de negocio hasta la fecha no ha sido suficientemente desarrollada y está llena de contradicciones. Desde una descripción detallada de cada tecnología generalizada es un problema independiente, paramos en su estudio de las características del aprendizaje activo y jugando sobre todo tipo de pop. El arte de diseñar el proceso educativo radica en el hecho, para encontrar un equilibrio entre las diferentes tecnologías pedagógicas. Al diseñar el proceso de aprendizaje a través de actividades de aprendizaje debe basarse en la idea de aprendizaje contextual.

Palabras clave:

Pedagogía, juego de negocios, el valor, formación, la simulación, la simulación, la actividad, actividad, enseñanza.

INTRODUCTION

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 education and training are, first of all, role-playing games. 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. In the game, the problem is the source of development, drives the role, it also creates problematic situations of the game. A business game is a controlled system, as the procedure of the game is prepared and adjusted by the teacher. If the game is in the predicted mode, the teacher may not interfere in the game relationship, but only observe and evaluate the gaming activities of students. But if the actions go beyond the predicted result, exceeding the "tolerance" limits, disrupting the objectives of the lesson, the teacher can correct the direction of the game.

In order to facilitate the process of designing a business game model and giving it flexibility, use the modular principle consisting of successive blocks and their operations, each block is characterized by its tasks, objectives and results. The preparatory operation is a homogeneous, logically conditioned part of the block, aimed at achieving the tasks, objectives and results corresponding to the given block.

Any operation of the block is coupled with forecasting. Game actions of participants inevitably entail changes in game situations, a complex set of reactions of players. Therefore, the game should be analyzed by the teacher from various positions, so that the students' activity does not become unpredictable and uncontrollable. The more game options, the more ideal the model will be. However, the probability of mistakes made by the teacher is reduced.

DEVELOPMENT

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.

When constructing the learning process through learning activities, it is necessary to rely on the idea of contextual learning. Verbitsky (1991), defines context learning as a conceptual basis for integrating the various types of activities of students (educational, scientific, and practical).

Active forms and methods of teaching or active learning technologies play a special role in contextual learning, which relies not only on the processes of perception, memory, attention, but first of all on creative, productive thinking, behavior, and communication.

Technologies are called active if they significantly change the role of the teacher (instead of the role of the informer, the role of the manager), and the role of the trainees (instead of the impact object-the subject of interaction), and the role of information (information is not an objective but a means for mastering actions and operations of professional activity).

We propose a classification of active learning technologies according to the following features: presence of a model (subject or process of activity) and presence of roles (the nature of communication of trainees).

Business game is a complex multi-faceted phenomenon, which is studied today by representatives of different sciences-economics, management, pedagogy, psychology and others. There are numerous theoretical developments on particular problems and a large practical experience, however there is no single point of view on the business game.

We adhere to the definition of a business game, according to which, it is a form of recreating the subject and social content of professional activity, modeling the systems of relations characteristic of this type of practice. Business game accumulates elements of various forms and methods of training (specific situation, role playing, discussion, etc.). Unlike game design, simulation training, role-playing, business game has a more flexible structure, does not limit the choice of objects of imitation, and involves the introduction of spontaneously arising situations.

Arstanov & Pidka (1990), note that "The didactic value of the use of gaming activities is due to the fact that the imitative game combines the following principles of "optimal" learning technology:

- Activity.
- Dynamism.
- Entertaining.
- Execution of roles.
- Collectivity.
- Modeling.
- Feedback.
- Problems.
- Performance.
- Independence.
- Systemic.
- Competition.

CONCLUSIONS

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 behavior options. In the process of a business game, the trainee must perform actions similar to those that can take place in his professional activity. The 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 negative consequences for society of any wrong actions of trainees, but, on the contrary, turn it to good, because 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 disclose from different sides both our own opportunities separately and in joint activities with other participants.

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