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IMPROVING THE EFFECTIVENESS OF KNOWLEDGE IN THE PROCESS OF BUSINESS GAMES

MEJORAR LA EFICACIA DEL CONOCIMIENTO EN EL PROCESO DE JUEGOS DE NEGOCIOS

Ph. D. Kseniya E. Kovalenko¹
E-mail: kovalenko1288@mail.ru

MSc. Natalia E. Kovalenko¹
E-mail: kke@email.asu.ru

Ph. D. Dmitry V. Griбанov²
E-mail: dvgribanov@yandex.ru

¹ Altai State University. Barnaul. Russian Federation.

² Ural State Law University. Yekaterinburg. Russian Federation.

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ABSTRACT

The goals of university training for a particular profession are determined the relevant state educational standard, and qualification requirements, curricula and programs. Achieving these goals provides for the acquisition by students of a certain amount of knowledge, skills, and skills. As educational reference points of knowledge, skills and skills have significant internal differences and require the use of different pedagogical methods. Recently, business games have been increasingly used in a variety of areas: mainly in the economy and politics, law, as well as in sociology, ecology, administration, education, urban planning, history. Business games are used to train specialists in relevant fields, as well as to solve problems of research, forecasting, testing of planned innovations. Developed business games and as a way of communication between specialists of different areas, as a special language of the future. When conducting business games in the psychological aspect, two main directions should be developed: the implementation of attitudes toward individualization of the individual and the development of work skills in the team.

Keywords:

Education, university, educational activity, professional competence, business game.

RESUMEN

Los objetivos de la formación universitaria para una determinada profesión están determinados el estándar educativo estatal relevante, y requisitos de calificación, currículo y programas. Alcanzar estos objetivos proporciona la adquisición por parte de los estudiantes de una cierta cantidad de conocimientos, habilidades y habilidades. Como puntos de referencia educativos de conocimiento, habilidades y habilidades tienen diferencias internas significativas y requieren el uso de diferentes métodos pedagógicos. Recientemente, los juegos de negocios se han utilizado cada vez más en una variedad de áreas: principalmente en economía y política, derecho, así como en sociología, ecología, administración, educación, planificación urbana e historia. Los juegos empresariales se utilizan para capacitar a especialistas en campos relevantes, así como para resolver problemas de investigación, previsión y planificación de innovaciones planificadas. Desarrollado juegos de negocios y como una forma de comunicación entre especialistas del futuro. Al realizar juegos de negocios en el aspecto psicológico, se deben desarrollar las dos direcciones principales: la implementación de actitudes hacia la individualización del individuo y el desarrollo de habilidades laborales en el equipo.

Palabras clave:

Educación, universidad, actividad educativa, competencia profesional, juego de negocios.

INTRODUCTION

Business game reveals the personal potential of the learner: each participant can diagnose his own opportunities separately and in joint activities with other participants. Students become creators of not only professional situations, but also “creators” of their own personality. They solve problems of self-management, search for ways and means of optimization of professional communication, reveal their shortcomings and take measures to eliminate them. In this they are helped by a teacher.

Accordingly, in the literature there are many classifications of business games according to various criteria:

By time:

- ü Without time limit.
- ü With time limitation.
- ü Games in real time.
- ü Games where time is compressed.

According to the activity evaluation:

- ü Score or other evaluation of the activity of a player or team.
- ü Evaluation of who worked like this is missing.

On the final result:

- ü Hard games - the answer is known in advance (for example, the network schedule), there are strict rules;
- ü free, open games - there is no known answer in advance, the rules are invented for each game, the participants work on solving the unstructured task.

For the ultimate goal:

- ü Training - aimed at the emergence of new knowledge and strengthening the skills of participants;
- ü Ascertaining - competitions of professional skill;
- ü Search engines - are aimed at identifying problems and finding ways to solve them.

According to the methodology of conducting:

- ü Hole games - any salon game (chess, “Lake”, “Monopoly”). The game takes place on a specially organized field, with strict rules, the results are recorded on the forms.
- ü Role-playing games - each participant has either a specific task or a certain role that he must fulfill in accordance with the task.

ü Group discussions - are related to the development of meetings or the acquisition of group work skills. Participants have individual tasks, there are rules for conducting a discussion (for example, the game “Coordination Council”, “Jury”).

ü Imitation - aim to create a representation for the participants of how to act in certain conditions (“Legal family” - for training on globalization issues, etc.);

ü Organizational and activity games (Shchedrovitsky) - do not have strict rules, participants do not have roles, games are aimed at solving interdisciplinary problems. Activation of participants’ work is due to hard pressure on the individual.

ü Emotional-activity games (Gilbo, 1980) - avoid rigid rules, imitate competitive or dependent relationships, reveal personal potential, focus on learning and personal growth. In fact, they are a form of training.

ü Innovative games (Dudchenko) - form innovative thinking of participants, put forward innovative ideas in the traditional system of actions, practice models of real, desired, ideal situations, include trainings on self-organization;

ü Ensemble games (Krasovskiy) - form the management thinking of the participants, are aimed at solving specific problems of the enterprise by the method of organizing partner business cooperation of teams consisting of heads of services.

DEVELOPMENT

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 face of uncertainty and multifactority. 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.

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 importance in gaming education belongs to the gaming 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 situations of the game.

The educational business game is a variant, dynamically developing form of the 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.

ü Combined interactive strategy games - combine ensemble and competition, prolonged simulate the actual development of the situation, aimed at collective design of the future.

One-dimensional classifications were carried out according to the following criteria:

- a. On the modeled object - general managerial and functional (imitation of production, financial activities).
- b. By the presence of interaction - interactive and non-interactive.
- c. For design features - simple and complex.
- d. By the uniqueness of the win - rigid and non-rigid.
- e. By the presence of random events - deterministic and stochastic.

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 the hole game and the meeting with the lobby. The third axis reflects the nature of the response, (feedback). It can be variants from a ballpark to a system evaluation of the indicators inherent in the simulated system.

CONCLUSIONS

In the process of a business game, the trainee must perform actions similar to those that can take place in his professional activities. 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:

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

O Second, significantly speed up the flow of real processes. For example, what happens in life for several years can be compressed to several hours?

O Thirdly, it is possible to repeatedly repeat one or another action to strengthen the skills of their implementation.

O 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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