FEATURES OF USE THE BUSINESS GAMES TECHNOLOGY IN CLASSES

Abstract: This article discusses the features of use the business games technology in classes.

Keywords: teaching, business games technology, business, imitation, dramatic games, role playing

The activity of the pupil in the learning process has been and remains the main principle of didactics. The activity of the pupil, targeted orientation is the result of organizational pedagogical influence and the formation of the pedagogical environment. One of the teaching technologies, which ensures the readiness of learners, is a pedagogical business game. The interest in the game is ensured through the elements of competition that meet the needs of students, such as self-expression and realization.

Pedagogical play is determined by the specific goal of the training and its pedagogical outcome. These results will be based on and will have training background work.

Pedagogical games are characterized by game style: in subjects; storyline; business, imitation, dramatic games. All pedagogical games used in the system of higher, secondary special and vocational education are considered as a business game in their content. Because they are usually developed within the framework of a particular science: there are roles and plots, various situations are imitated. That is, business games used in the higher and secondary vocational education system include all the components of pedagogical games.
Pedagogical syllabus in the system of higher, secondary special and vocational education focuses on the development and strengthening of new educational materials, the development of creative abilities of students, solving the complexities of their general skills, allowing learners to understand and learn from various subjects. Different forms of business games are used in the learning process: imitation, operation, role playing, work theater, psycho- and sociodrama.

The Business Game combines the form of future professionalism and social content of the specialist, modeling such relationships that determine the integrity of the activity.

By using the tools (language, speech, graphics, tables, documents), a professional situation similar to the actual situation in the business game is made. At the same time in the business game, only short-term common situations will be restored.

The business philosophy creates a social aspect of future professional activity (conditional practice) that interacts with students in other roles. Thus, in the business game collective training activities are carried out on a holistic basis in the form of a production, professional activity.

In a business game, the student performs similar professional activities that combine academic and professional elements. Knowledge and skills acquisition will not be abstract, but will be done in the context of professional work. Contextual learning ensures that the learners are moving in realistic play rather than in the future. At the same time, the student will have the skills of communicating and managing people, skills in team decision making, guidance and obedience, along with professional skills. That is, a business game educates personal qualities, accelerates the process of socialization. However, as this is a "serious" professional activity, the student is emotionally and emotionally liberal and shows his creative endeavor.
Dynamics of production serves as a means of thinking and modeling of professionals' attitudes and behavior, as a tool for practical thinking, knowledge acquisition, strengthening and application. This is achieved through the relationship between the players in the particular situation of the game or in the case of production. The business game is realized as a collaborative exercise in solving and solving problem solving in a similar model. Common rules and policies, emotional language and relationships are pre-defined or developed in the game. A business game is held in a disputed atmosphere, it is a collaborative activity because it has two goals: playful and pedagogical. Pedagogical activity should not be in violation of the game even if it is a priority.

During the game you will get:
- professional standards;
- Public Movement Principles-Relationships in Manufacturing.

Each participant in the game is in active position, interacts with his partners, compares his or her views with partners, and as a result learns himself through his relationship with the team.

Imitation Games - a section, a workshop, an organization's organization-is imitated. The scenario of an imitation game, in addition to the event plot, contains details about the structure and significance of the imaging process and objects.

Operational games - modeling the appropriate business process, the conditions for their implementation. They have a specific operation: helping to solve problems, and applying a particular method.

Role-Playing. The mental status, behavior, and role of a particular person in fulfilling the duties and obligations are distributed by the compulsory content.

The Business Theater is a kind of situation and the behavior of the person in this situation. Details of the situation, the objectives and responsibilities of the participants and their goals are set out in the scenario. Here, it is important to go
to the real person, to understand his actions, to assess the situation and to choose the right behavior.

Psychodrama and Socio-Drama are part of this role-playing game, just like a business theater, where social and psychological issues are solved. These include the ability to perceive the situation in the community, to evaluate the mental state of others, and to make changes and to communicate effectively with it.

The stage of the game. This stage consists of two parts: development of the game, getting into the game. The development of the game includes developing a game scenario, preparing instructions and providing material support.

The business game, the scenario of which is the following: educational objectives; game function, details of the issue to be learned; details of the situation and classification of participants. Entering the game means:

- formation of the group;
- express the main purpose of the training;
- creating problems and situations;
- Distribution of roles,
- Setting game rules;
- distribution of materials, instructions, rules and guidelines;
- giving advice.

Roles are distributed by lot. Particular attention will be paid to the legislation, the ethics of communication, the demonstration of the activity and the end of the game.

The stage of the game. This stage is the creation of a situation with the group and the debate between the groups. Role positions of the participants depend on the nature of the business game and may be as follows.

1) the group's work content - creator of ideas, developer, imitator, diagnostician, intelligent, conclusive.
2) Organizer, Coordinator, Coordinator, Supervisor, Coach, Manager according to organizational circumstances of the participants.

3) attitude towards the news - initiative, cautious critic, innovator (conservator).

4) The methodologist is a critic, a methodologist, a troublemaker, a programmer.

5) socially-psychologically - leader, respectable, acceptable, independent, accepted, denied.

No one has the right to influence the game during the game. Only the organizer can correct the actions of the game participants, if necessary.

The stage of analysis of the results of the game includes: reviewers' feedback, exchange of opinions, endorsement of decisions and conclusions of participants, and concluding.

Reference