

Business games as active teaching methods

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Abstract. *Currently, business games are widely used for the preparation of students and schoolchildren in the educational system. Business game is regarded both as a field of activity, and as a method of active teaching, researching and solving practical problems. In the course of the study, all the didactic methods were examined: explanatory-illustrative, problematic, partially exploratory, research. The goal of the study is to analyze the business game as a method of teaching English. The research presents definitions of the game as a special kind of activity, distinctive features of business game, provides the basis for assessing the knowledge gained in the business game process.*

Keywords: *business game, educational technology, active teaching method, knowledge.*

In current days, the practice of business games in the world is very popular. Particularly actively business games are used in higher education; many universities are innovators in the methodology of teaching business games. New manuals, catalogs and handbooks on business games are published, regular schools and seminars are held. The International Association for Simulation Modeling and Business Games has been established. Kazakhstani scientists are also engaged in carrying out business games. Well-known of them are scientific articles and researches as "Business Games at Social Disciplines by G.Razbekova, published in Journal of Qazaqstan Kassipkeri" in 2010 N5, p. 28-30. Then, Business games in Management course: Connection and Harmonization System of Education in Kazakhstan, by L. Rakhimova, published in Almaty, 2012; Business games on organization and planning of construction industry, by A.Gaun, published in Almaty, 1991; Business games in System of Economists training, Almaty 1979; Business Games: Imitation of industry and management, N.Kulzhabaev, in Almaty, 1993 etc.

In the process of learning new pedagogical technologies the teaching tasks have a new nature:

- Knowledge of topical issues of educational activity;
- Development of modified training programs;
- Development of educational model;
- Determine content of educational projects;
- Creating a level-based exercise of learning new material;

Introduction of the new technology plays a decisive role in the intelligence and integrity of the teaching staff, the creative search, and knowledge of the students. Currently, several innovative technologies are widely used in the educational process:

Students should be more active in any area of the world, able to further improve their education, perform services demanded in the labour market and master new technologies. The interactive teaching methods that are in the learning process also have impact on the growth of students' activity. When applying this method, students rely on their own experience, personal experience, and knowledge. The progressive development of scientific and technical progress demand innovative approach as well as the modern requirements for the training of specialists. Obviously, training of a competitive specialist in the labour market, which

comes from the society interests, is the main feature of any university. At the same time, professors teaching staff have a great responsibility. Students need to be trained according to world educational standards. Changes in new direction of professional training require creative search and mobility. The scientific and methodological basis of the replacement of the traditional educational-oriented type of education into a competent-oriented type of education is worthy of note. Here the lesson is divided into five parts, depending on the content of the subject and the specialty: self-improvement, competence, communicative competence, adaptability and skills, knowledge. Innovative teaching technology is a unique example of scientific and pedagogical activity. It is necessary to mobilize the experience of the professional staff to master the innovative learning technologies. That is, the teacher should combine his/her professional profession with pedagogical skills and creativity and build up business skills. Every teacher develops self-development and self-assessment in the development of modern innovative technologies. Students need to adapt to any situation and educate them to use innovative approaches. In order to require such training from trainees, it is necessary to identify the most important indicators [1, p.144-146].

Today, the game is considered one of the most effective ways of learning. It influences the formation of natural lingual communication in the lesson, involves students' involvement in the learning process, stimulates them, and creates interest in the subject. Training in modular training is also important in business education. Students analyze various problems and seek ways to solve them. These sessions develop students' logical thinking, increase their interest in the subject, and overcome the difficulties they face in life. Games have individual requirements for themselves. They are the goal of the game, with clear and necessary visions and materials to be prepared in advance;

The rules of the game should be easy, simple and small to understand the reader;

- It is necessary to ensure full participation of students in the game;

In the course of the game the teacher should not only supervise the full

participation of children, but also allow them to make decisions in the game. In order to have a good understanding of the psychologist's affirmation, target-

ed students need to be accepted, which is the driving force to become a cause. To this end, psychologists point out ways to achieve goals [2, p.7].

Elena Kryukova subdivides educational games into situational, role and business ones. Unite all these games, the author emphasizes, is that they are personally oriented. The person who was more original wins, managed to present her/him in a new role, convinced the majority of the correctness of their views. There are three functions in the game: teaching, developing and educational. Demand for motivational, critical, self-fulfilling, autonomous, semantic and other personal functions.

According to the purposes and tasks of teaching, the games used in foreign language classes can be divided into linguistic and speech.

Language games help to assimilate various aspects of the language (for example, phonetics, grammar) and are divided into phonetic, lexical, and grammatical and soon. However, it is important to emphasize that the proposed division is sufficiently conditional, since aspects in the language are closely interrelated.

Business games are, in part, aimed at building communication skills in a business setting, in a company, in an enterprise. At the same time, this kind of games is aimed at teaching, above all, dialogical speech in the context of everyday communication. Business game is an effective method of learning a foreign language, the main purpose of which is to form a complex of knowledge and skills for developing a strategy and tactics of professional communication. Characteristic features of the role-playing business game are:

- a) Simulation modeling, allowing to recreate the real situation, in which students appear as bearers of specific social and professional roles;
- b) Presence of situations and types of business interaction, which is usually contained in the game scenario and role assignments, which allow combining foreign language instruction with professional activities;
- c) Realization of the goals of the game in a chain of interrelated solutions;
- d) Problematic nature of situations and their repeatability;
- e) Multi-alternative solutions [3].

There are two sets of goals that can be "laid" in a business game - playing and educational; the latter, in turn, are subdivided into didactic (purpose of development) and educational (goals of social development of the individual, which include the professional orientation of students) [4].

The meaning of the business game phenomenon in a generalized form is fixed in psychological dictionaries, for example: "Business game is a form of recreating the subject and social content of professional activity, modeling the systems of relations characteristic for this type of practice [5].

To this definition it is necessary to add that, as a means of modeling the diverse conditions of professional activity, aspects of human activity and social in-

teraction, the business game also acts as a "method of searching for new ways to implement it", and "effective teaching method, since it removes contradictions between the abstract nature of the subject and the real nature of professional activity" [6].

The educational function of the business game is very significant, because the "business game allows you to specify in the subject training and social contexts of their future professional activity and thus simulate more than adequate compared to traditional learning conditions of formation of professional identity" [7].

In a business game, "the training of participants takes place in the process of joint activities. In this case, each solves its own particular task in accordance with its role and function. Communication in a business game is not just communication in the process of joint mastering of knowledge, but the first thing is communication, imitating, reproducing communication of people in the process of real activity being studied. Business game is not just a joint training; it is the training of joint activities, skills and cooperation skills" [8].

The business game originated as a tool for finding managerial decisions in the conditions of uncertainty and multifactoriness. Now they are used in the educational process as a pedagogical technology, or one of the methods of active learning, in the conduct of socio-psychological training and in production to solve production, social and psychological problems. In all cases, there is "dimensionality of the business game" and not only play or professional tasks are being solved, but at the same time there is training and education of participants [9].

Traditionally, business game is considered to be a number of methods of active learning. The field of application of business games as a special teaching method is quite wide: economics, management, pedagogy, psychology, engineering disciplines, ecology, medicine, history, geography, etc.

Let's designate the specifics of the business game, fixing the place of this method in relation to other methods of active learning, and showing its differences from traditional methods of training (this will be discussed in the next section).

To typify the methods of active learning, two main criteria are usually used:

- Presence of an imitation model of the process under study, work activity;
- Presence of roles.

Thus, they distinguish between non-imitative and imitation methods of teaching, and in the framework of the latter they distinguish between game and non-game methods. As follows from the table below, the business game is an imitative gaming method of active learning [10].

It is also important to note that a business game is also a collective method of training. "In business games, decisions are developed collectively, collective opinion is formed when protecting decisions of their own group, as well as when criticizing the decisions of other groups" [11, p. 4].

A business game is a complicated method of teaching, since it can include a whole range of active learning methods, for example: discussion, brainstorming, case studies, instruction actions, parsing, etc.

Currently, the world uses more than 2000 business games, of which only in Russia and the United States - more than 1200. Business games are spread and implemented in England, Canada, Japan, France, Germany, Poland, etc. There are data on the application in East Germany about 600 business games. Today in the US education, sociograms are developed as role-playing games, the purpose of which is to learn to navigate in life situations, to help understand the motives and feelings of other people, and to create an experience of socially oriented behaviour.

In universities, colleges, business schools and large industrial companies in the United States, Canada, an imitation-game approach for modeling various fields of professional activity. This approach is assessed by modern foreign researchers.

At the present time, a business game can be considered both a field of activity of scientific and technical knowledge, and as an imitation experiment, as a method of teaching, research, and solving practical problems. However, all this variety is not sufficiently represented in the existing definitions of the business game.

There are several definitions that reflect possible functions of a business game:

Business game is training, designed to develop the quality and skills required in the process of work, and to get acquainted with the real production situations;

Business game is an analysis of a situation in which a reverse link and a time factor are included;

Business game is a device for the processes reproduction of economic interests co-ordination;

4. Business game is a group exercise to develop solutions in artificially created conditions that simulate a real production environment;

5. Business game is imitation, modeling, simplified reproduction of a real economic, managerial or other situation in a game form.

In business game, each participant plays a role, performs actions similar to people's behaviour in life, but taking into account the accepted rules of the game. Business games are used as a method and means of practical training for the economy, business, serve as a means of cognizing the norms of economic behavior, mastering the processes of making economic decisions, and form the type of thinking.

Thus, in the course of a business game, students not only consolidate the material they have passed, but also receive oral communication skills with their future colleagues, develop confidence in themselves and their forces, get the notion that in most real situations there is no single right decision. In game forms, the main factor of learning is realized – cognitive activity, as well as communication, dialogue. They increase the creative potential of students, improve self-management skills and self-esteem, expand the worldview, and this is the way to a deeper understanding and assimilation of the educational material and further success in the formation of specialists of a new generation.

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