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УЧЕБНЫЕ ДЕЛОВЫЕ ИГРЫ: ОСОБЕННОСТИ И ОТЛИЧИЕ ОТ ДРУГИХ ВИДОВ ИГР

Аннотация: *рассмотрены особенности учебных игр, которые представляют собой синтез релаксопедических подходов.*

Ключевые слова: *учебные деловые игры, моделирование, релаксопедических подходов, организационно-деятельные игры (ОДИ), имитационные методы, игровые ситуации.*

EDUCATIONAL GAMES BUSINESS: FEATURES AND UNLIKE OTHER TYPES OF GAMES

Abstract: *The features of educational games that are a synthesis of relax pedagogy approaches.*

Keywords: *educational business games, simulations, relax pedagogy approaches, organizational up game (DAR), simulation techniques, game situations.*

Educational business games differ from other types of games, primarily in the composition of the players. These are either students or students of the FPK and IPK. From a constructive point of view, the educational game should be considered in terms of system characteristics. The entrance of the training game is provided by data and information that may have minimal likelihood. No other level of credibility is needed for training purposes. In all other types of games, the reliability of the results substantially depends on the severity and realism of the proportions in the information array. In the educational game, the initial information can be changed by the players themselves, and even teachers. It is only important that this is not unexpected and is included in the rule. In other

types of games, a change in introductory characteristics essentially means the beginning of a new experiment with new results.

The output of the educational game is the task of the teacher to organize the further learning process and develop new conditions for the next round of this or another educational game. In other types of games, the tasks for the players themselves become an output, for example, starting a new job, implementing a plan, replacing or distributing responsibilities and getting comfortable with them in a real rather than a conditional situation. The sequence of actions in the educational game is set in such a way that each player has the opportunity to reorganize his work according to the revealed results. For these purposes, in the educational game, decisions are not fixed exactly, one of which at each step in each step of the process is chosen by one or another player. Only the area in which the solution is formed arbitrarily is indicated. However, it is impossible to determine exactly which final set of decisions this or that player will face. This is what allows players to self-learn. The equipment of any game is players, instructions, programs and data processing algorithms. It is important to note here a well-known preference, which should be given to machine-free forms of conducting games before machine maintenance, especially for students. The catalyst determines a set of factors that affect the speed of the process of converting input to output. In business games, the catalyst is the designer and administrator of the game. Incentives to participate in the game also play a prominent role. In this sense, the characteristics of educational games differ from other types only by incentive. In educational games, the incentive lies outside the game itself - in the general incentive for learning and in the factor of a variety of situations. In production games, the incentive is different. So, in games that provide the development of real action plans, the outcome of the game, for example, is directly related to the personal "earnings" of the players. In this regard, various kinds of social and prestigious incentives should be brought into educational games more widely. It is important to emphasize that

stimulating students in the game is different from stimulating students of the IPC.

Experience shows that the degree of inertia of players in the IPC significantly depends on how the preparation for the game is carried out, what differences in the language of the system and the perceptions of the audience remain unavailable. The more of them, the more cautious and skepticism of the audience for game forms of training. For students, the opportunity to "complete" the game and make it their own way becomes a stimulus. In educational games, there is a feature in the gaming simulation environment. Games are an integral element of a holistic training course, and the success of a game substantially depends on the clarity of its connection with other parts and forms of the whole learning process with a specific subject. In other types of games, their connection with other forms of player activity is much weaker. Finally, in educational games, the human factor is also specific - the personal characteristics of the players, their level of preparedness. The experience of playing games shows that in audiences with a predominance of listeners older than 40-45 years, the holding of educational games should be limited to demonstrating connections that are not obvious in the lecture presentation of the subject. The type of activity of the students is important. The more they have freedom of choice in decision-making in practice, the more they analyze the game with great interest and more deeply. In general, educational games are distinguished by the fact that they are a synthesis of relaxed approaches (removal of barriers, psychological emancipation) and chains. imitation problem situations, including conflict situations, in which participants fulfill the social roles assigned to them in accordance with the goals set. Educational simulation games are widely practiced, but search games are also used, the result of which should be real transformation projects, research and conclusions on controversial approaches. Direct emotional involvement in the situation, competitiveness and teamwork in the search for the best solutions, the possibility of varying the

situation widely, mastering new methods directly in the business, in the process of business communication, developing intuition and imagination, developing impromptu opportunities and the ability to quickly respond to changing circumstances made the method of educational games popular. However, due to time limitations, individual game situations or fragments are more often used.

Several types of games are used. Organizational-active games (ODI), providing for the organization of collective mental activity based on the deployment of the learning content in the form of a system of problem situations and the interaction of all subjects of training in the process of their analysis. The task of the head of the ODI is to "make" the group a unit of the educational process, but provided that each individual's personal position is maintained. Role games, characterizing the presence of a problem or problem and the distribution of roles between the participants in its solution. Business games, which are a simulation of real mechanisms and processes. This is a form of reconstruction of the subject and social content of any real educational activity. The necessary knowledge is acquired by the participants in the game in a real process of information support for game actions for them, in the formation of a holistic image of a particular real situation. Cognitive and didactic games that create situations characterized by the inclusion of the studied material in an unusual game context. It is necessary to distinguish between educational games based on external entertainments and games that require actions that are part of the activity to be assimilated. The latter imitate the connection scheme of sources, i.e. the content of the training itself. Methods of analysis and solving specific situations, cognitively didactic, role-playing and business games can be presented as a kind of "nesting doll", which must first be given in a disassembled form. This means that students need to gradually prepare for the game. You should start with the analysis and solution of specific situations where the models of the object and relations are already set in the finished form.

Then, in complexity, there are educational and didactic games. They can be carried out in the form of the simplest elements of entertainment, in the form of copying scientific, cultural, social phenomena (competition of experts, conference, "field of miracles", etc.), as well as in the form of substantive models (for example, travel games, when a rational route must be developed using various maps; cognitive games may already contain elements of role-playing games). After gaining experience in playing roles, the student becomes sufficiently prepared for educational games. So that the participants in the games act competently, it is advisable to organize a system of simulation methods on a specific topic, studying the material through analysis and solution of situations, cognitive, role-playing and educational games.

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