

THE CREATION OF SIMULATION AND GAME MODELS IN PEDAGOGICAL PROCESS

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Abstract: The business game simulates various aspects of human activity and social interaction. Play is also a method of effective teaching, since it removes the contradictions between the abstract nature of the academic subject and the real nature of professional activity.

Key words: simulation, methods, discussion, play methods aspects, business game, educational process, pedagogical problems.

Today, many pedagogical universities use business games in the practice of teaching students. The business game activates the educational process and, in comparison with the traditional form of practical training, has a number of advantages:

- ✓ it determines the interest of each of its participants in a deeper knowledge of the problem under study;
- ✓ gives them the opportunity to form and improve the professional skills of teachers, thanks to the need to solve pedagogical problems, modeled by the content of specific games;
- ✓ contributes to the formation of such personality traits: as discipline, responsibility, a sense of duty, the ability to interact with the team, provides a greater emotional involvement of students in the educational process.

Currently, business games are used in the educational process of advanced training institutes, at scientific and methodological conferences and in the

educational process, both in higher and secondary specialized educational institutions, technical and humanitarian. The widespread use of business games has its positive and negative sides and, accordingly, its supporters and opponents. There are two opposite tendencies in its comprehension. The positive one confirms the possibilities of business games as a tool for shaping the personality of a specialist and enhancing the educational process. The negative one is associated with an insufficiently deep understanding of the essence of the business game, primarily as a pedagogical phenomenon, the main thing in which is not the external form, but complex psychological and pedagogical factors acting through it and thanks to it. It should also be noted that there is no generally accepted concept of a business game in both domestic and foreign scientific literature

Business games can be used for training, diagnosing the individual characteristics of their participants, organizing the decision-making process, and for research purposes. You can pay attention to the fact that this method synthesizes the advantages of experimental, analytical and expert methods.

Consider the advantages of business games over traditional teaching methods:

1. The goals of the game are more consistent with the practical needs of students. This form of organization of the educational process removes the contradiction between the abstract nature of the academic subject and the real nature of professional activity, the systemic nature of the knowledge used and their belonging to different disciplines.

2. The method allows you to combine a wide scope of problems and the depth of their comprehension.

3. The game form corresponds to the logic of activity, includes the moment of social interaction, prepares for professional communication.

4. The game component contributes to greater student involvement.

5. The business game is full of feedback, and more meaningful compared to that used in traditional methods.

6. In the game, attitudes of professional activity are formed, stereotypes are more easily overcome, self-esteem is corrected.

7. Traditional methods presuppose the dominance of the intellectual sphere, the whole personality appears in the game.

8. This method provokes the inclusion of reflexive processes, provides an opportunity for interpretation, comprehension of the results obtained [3].

Business games allow you to increase the scope of reality, visually represent the consequences of decisions made, provide an opportunity to test alternative solutions. The information that a person uses in reality is incomplete, inaccurate. In the game, although incomplete, but accurate information is provided to him, which increases confidence in the results obtained and stimulates the process of taking responsibility.

The basis for the development of a business game is the creation of simulation and game models, which must organically overlap each other, which determines the structure:

1. The simulation model reflects the selected fragment of reality, which can be called the prototype of the model or the object of imitation, setting the subject context of the professional activity of a specialist in the educational process.
2. The game model is actually a way of describing the work of the participants about the simulation model, which sets the social context of the professional activity of specialists.

Building a business game pursues pedagogical goals:
didactic:

- ✓ consolidation of the knowledge system in the field of design of ID;
- ✓ development of systemic skills for the design and methodological description of the game;
- ✓ exchange of experience in creating ID;
- ✓ improving the skills of making collective decisions;
- ✓ generation of creative thinking;

- ✓ development of a setting for the practical use of MD:
- ✓ fostering an individual style of behavior in the process of interacting with people;
- ✓ overcoming the psychological barrier in relation to the forms and methods of active learning.

The subject of the game is the subject of activity of the participants in the game, in a specific form replacing the subject of real professional activity.

A scenario is a basic element of a game procedure; it reflects the principles of problemativeness, two-planarity, and joint activity. A scenario of a business game is understood as a description in a verbal or graphic form of subject content, expressed in the nature and sequence of actions of the players, as well as teachers playing the game. The scenario shows the overall sequence of the game, broken down into major stages, operations and steps, and presented in the form of a flowchart.

The roles and functions of the players should adequately reflect the "job picture" of the fragment of professional activity that is modeled in the game.

The rules of the game reflect the characteristics of real processes and phenomena that take place in the prototypes of the simulated reality. At the same time, the rules of the game should reflect the fact that both the models created in the game and the game itself are a simplification of reality.

The assessment system should provide, on the one hand, quality control of decisions made from the standpoint of the norms and requirements of professional activity, and on the other hand, it should facilitate the development of a game plan for educational activities.

As a conclusion, let's say that each business game has its own structure, in some cases the structure is different, but basically there are mandatory general stages, such as: simulation model, game model, game goals, scenario, distribution of roles, rules of the game and summing up. It can be noted that business games, in contrast to other traditional teaching methods, allow more fully reproduce the activities of players, identify difficulties and the reasons for their occurrence.

Business games allow you to understand your mistakes and the mistakes of others, to listen to different opinions and advice from outside. We believe this is a very effective and rewarding activity for learners, students and employees today.

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