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**ORGANIZATION OF A BUSINESS GAME
AS AN INTERACTIVE METHOD OF TEACHING STUDENTS IN
HIGHER EDUCATION**

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Abstract: This article offers specific and specific options for solving the problem of using active and interactive teaching methods in the process of teaching specific disciplines at a university. In fact, we continue the process of finding the best teaching methods and techniques, moving from the particular to the general. As a rule, in line with the traditional educational paradigm, students find themselves in a regime of rigidly structured educational content and methods of organizing educational activities.

Key words: business game, educational process, professional interests, needs and skills, development, participants.

According to Ya.A. Komensky, the teacher must think about how to make the student fit for education first. A teacher, before educating a student with his instructions, must first awaken in the student the desire for education, make the student at least fit for education.

According to B.G. Ananyev, play takes a leading place in the social formation of a person as a subject of cognition and activity. In artificially recreated conditions, a person plays different life and work situations, which is necessary for his development, changes in social positions, roles in society, the formation of professional interests, needs and skills [1].

Ya.S. Ginzburg and N.M. Koryak identified the main distinctive features of game activity and their reflection in social and psychological processes taking place in the game [5, p. 69]:

1. Conditionality of the game: its participants are fully aware that they are acting within the framework of a conventional reality, which has its

own laws. The conventionality of the game gives rise not only to the two- plane nature of activity (its splitting into the actual game activity and the activity related to the game), but also the two-plane nature of the relationships that arise in the game: on the one hand, relations within the framework of playing roles, and on the other, relations that have developed outside the game, in Everyday life.

2. The game removes such an important limitation of freedom of activity as material and partly moral responsibility for a mistake. Each participant in the game gets an objective opportunity to experiment with his own behavior, to explore alternative solutions.

The technology of conducting educational business games is characterized by the following positions:

- mastering by students the experience of activity, similar to reality;
- lesson is built in the logic of the activity, which has a practical orientation;
- students' independence in problem solving;
- creating potential opportunities for transferring knowledge and experience of activities from a learning situation to a real one;
- creation of a learning environment that immediately responds to the student's action.

As a rule, it is customary to distinguish the following types of business games:

- *simulation*;
- *management*;
- *research*, related research work, where through the game form studied techniques of con indiscrete areas;
- *organizational and active* . Participants in these games simulate the previously unknown content of activities on a specific topic;

- *training games*. These are exercises that reinforce certain skills;
- *projective games*, in which a personal project is drawn up, an algorithm for any actions, an activity plan, and the proposed project is protected.

Business games are characterized by:

- the vitality and typicality of the situations considered during the game;
- regular repetition of the tasks and procedures that make up the essence of the game;
- conflict and hidden reserves. As you know, the absence of conflict excludes the very formulation of the problem, and the lack of reserves does not allow solving the situation;
- lack of complete information, i.e. making a decision in conditions of uncertainty, in a situation of risk, counteraction;
- the impact of earlier decisions on changing the situation in subsequent moments;
- characters: participants and presenters;
- visibility of the consequences of the decisions made;
- rules and regulations of the game.

In the course of organizing and conducting business games, it is necessary to proceed from the basic psychological and pedagogical principles [4]:

1. The principle of game modeling of the content and forms of professional activity. The implementation of this principle is a necessary condition for the educational game, since it carries educational functions;
2. The principle of simulation of specific conditions and dynamics of production, as well as the activities and relationships of people employed in it. In other words, the simulation of two realities: production processes and specialists;
3. The principle of problematic content of a business educational game. A business game serves as a didactic tool for the development

of creative (theoretical and practical) professional thinking, which is expressed in the ability to analyze production situations, formulate, solve and prove new (for students) professional tasks;

4. The principle of joint activities. In a business game, this principle requires implementation through the involvement of several participants in the cognitive activity. It requires the developer to select and characterize roles, determine their powers, interests and means of activity. At the same time, the most typical types of professional interaction of “officials” are identified and modeled;
5. The principle of dialogical communication. In this principle is a necessary condition for achieving educational goals. Only dialogue, discussion with the maximum participation of all the players can generate truly creative work. Comprehensive number of selectivity discussion of educational material by students to achieve an integrated submission of professionally significant processes and activities;
6. The principle of two-dimensionality. The essence of the two-plan nature of the educational game lies in the fact that “serious” activities for the development of personality occur in “frivolous” game conditions. Achievement of conditional (play) goals with the help of conditional (play) actions should become for each participant a means of achieving real personal goals (goals of training and education).

A business game is effective only if the teacher has sufficient knowledge of the problem that is reflected in the game. A necessary condition for the effectiveness of a business game is the teacher’s organizational skills.

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