BUSINESS GAME – THE FORMATION OF INDIVIDUAL STYLE OF PROFESSIONAL FOREIGN LANGUAGE TEACHER

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Abstract. In this article, the author considers the main organizational forms in educational activity. Forms of organization of educational activities which the teacher of foreign communication can use it in all diversity in the classroom to help to the students to obtain the heuristic of foreign language communication and which should know future teachers of foreign languages. Our findings indicate that business games have a real potential to promote the exchange of new ideas on teaching and learning within and across courses.

Key words: specific lesson, lecture, seminar, general class-work, interest circles, optional activities, test, exam, colloquium, interview, non-traditional forms, business game and professional functions.

Introduction

The modern teacher – should be constantly aware of new research findings and hypotheses, to see near and far perspectives of taught science.

The teachers of many eras there was a question about the choice of the form of training that would answer to their aims. This could not support to appearing of various forms of activities of students. Plato claims that “You can learn more about a person in an hour of play than in a year of conversation.” Certainly, his adage is particularly relevant to the ensuing discussion on games.

In foreign language classes has its own specific, which the teacher of a foreign language cannot be ignored. During the practice, foreign language teachers use different forms of educational activities. Some scholars divide all forms of training activities for general and specific. They consider specific lesson, lecture, seminar, general class-work, interest circles or optional activities, counseling, test, exam, colloquium, interview and others (Dyachenko, 1989). The general form includes the whole educational process, and they compose a material basis, are forms of existence of the educational process, and their application to the specific learning objectives gives a lot of concrete or specific forms of organization of educational activities. General forms of educational activity, according to the opinion of some scientists, are individual, pair, group and other forms of work.

From an educational perspective, games are important motivational and learning tools (Garris, Ahlers and Driskell, 2002). Forms of organization of educational activities which the teacher of foreign communication can use it in all diversity in the classroom to help to the students to obtain the heuristic of foreign language communication, and which should know future teachers of foreign languages. From the variety of these forms, we would like to use those forms of educational activities that are seen to have an impact on the development of professional skills of future teachers, so that model the future professional career of students. Non-traditional forms of organization of educational work as oral magazine; design office methodical thinking; micro lesson – acting out etudes, the school of logic, “Rainbow” protection projects, conference, discussion, role play and business game.

These forms are relatively new. However, in educational process with only one position: how they “work” on the organizational skills of future teachers of foreign languages. And it would consider from the side of business game.

Literature review

What is a business game? In the literature there are the following definitions of business games:

1. L.L. Verbitskiy. Business game – a form of recreation of subject and social content of professional work, modeling of relations systems, typical for this type of labor. II. Business game – a form of symbolic and
contextual education in which participants performed connection to professional activities, bearing the traits of education and labor (1991).

2. G.L. Zorin and S.L. Garbusevich. Business Game – the system of roles functions and setting for modeling and researching of possible relationships, specific to a particular professional activity (1989).

3. G.N. Pokrovskaya. Business Game – game form of education which models cut the future careers of students, in process which occurs development of appropriating skills and personal qualities through their role-based communication and interaction (1987).

4. A.D. Sharapov. Business Game – this is an active, creative exercise with using the model of a business situation, which is a dynamic creative process of decision analysis of specific actions and interactions of participants.

After analyzing the present data, it can be concluded that not all of them fully reflect the essence of the business games.

In our view, business games are not “branch of simulation”. Not least, if not more, as it is a “branch of pedagogy”. On the other hand, the business game – it’s not a “method” of teaching, but at the same time and not just a “practice training, providing conditions for the integrated use trainees’ knowledge or an exercise in making wise choices pedagogical decisions”.

The most accurate and correct, in our opinion, are the definitions which given by L.L. Verbitskaya and G.N. Pokrovskoy.

Basing on these, we can formulate the definition of business games used in the training of teachers of foreign languages.

Discussions

So, the business game – a form of problem of learning, which simulates a substantive social content of future careers of students and providing the conditions for education, personal development and the formation of professional skill of experts.

It should be noted that the business game – a very “capacious” form of learning. It incorporates various other shapes, e.g. such as: game design, role-playing, case study, discussions etc.

Especially, this does not give any reason to identify the business game with the listed forms of educating, as do it the individual authors. Very often confuses the concepts of “business game” and “role-playing game.” No doubt, these games have a lot in common (the existence of a distinction of roles and role in decision-making purposes, the availability of game rules, the interaction of the participants who perform certain roles, etc.). It could not be, because a business game, as well as virtually with all other types of games that exist today, emerged from the role-playing games and, of course, have absorbed certain features of the latter. But in the process of development of business games stood out as a separate species. And it should be recognized. This is confirmed by the presence of certain features that characterize the games business as a separate type of games:

1) modeling of the game close to real imitating of their conditions of professional activity and very professional activity of students;
2) modeling of simulation object;
3) evolutionary development (implementation of a process of “decision chain”);
4) many alternative solutions of the problem;
5) the presence of a “catastrophe”, the task of behavioral contradictions;
6) the complexity of the structure of business games.

Thus, the assertion is about that the concept of “Business game” and “Role play” is in not correct volume of a relationship.

On the basis of studied to literature we classified business game on level: serious, normal and gentle.

It should be noted that this is a complex analysis of business games levels, which highlighted the main points of the game. Our analysis shows (Table 1) that the type of business games can be determined on the basis of objectives, that is, exactly which kind of ability of students the teacher wants to develop.

Conclusions

Overall, business Game – independent kind of games, which has its own distinctive characteristic symptoms. Once appearing in the education system, business game has taken a strong position. It is no coincidence. Business game has many advantages as a form of organizations of academic labor, students in high school. Those parameters are:
### Table 1

Analyze of business game classifications (*developed by Author*)

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<th>Classification</th>
<th>Sense of game</th>
<th>Purpose</th>
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<tr>
<td><strong>Serious</strong></td>
<td>All participants will be obeyed to the teacher. Teacher will coordinate and monitor the course of the game participants. During the game, students will learn the basic principles of sociability, debates, joint decision-making, etc.</td>
<td>– the development of basic mental functions (attention, memory, etc.); – the development of synthesis and analysis; – the development of skills and experience of carrying out debates.</td>
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<tr>
<td><strong>Normal</strong></td>
<td>Developing this kind of games and their conduct allows participants to develop their skills in solving problematic tasks. In this game must be balanced creative views and organizational skills of a teacher and participants.</td>
<td>– development of professional qualities; – development of theoretical and practical thinking; – improvement of pedagogical methods; – formation of the basic concepts about methodology solutions of problem tasks.</td>
</tr>
<tr>
<td><strong>Gentle</strong></td>
<td>In this kind of business games are defined only the main directions and rules which provides conditions for creative thinking. Various methods and tools of the solution of problem tasks can be used. Game not ruled the rigid. In such games the privilege is given to creative thinking.</td>
<td>– development of professional qualities; – development of creative thinking; – development of pedagogical skills; – development of skills of the solution of problem tasks and carrying out debates.</td>
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1. Role play differs from the line of professional orientation. During the game the learning of knowledge, acquisition of necessary skills for specialist and knowledge is a kind of “cash on the canvas in the professional work on its subject and the social aspect”.

2. In the business games it is simulated content and structure of pedagogical activities; a game contributes the formation of professional quality of specialist, is a peculiarity “ground” on which students acquire professional skills in conditions close to real.

3. Business Game helps to overcome the contradiction between individual ways of mastering knowledge and “the collective nature of future work” of all social life.

4. In business games is provided an integration of theory and practice, reduced the gap between the theory expounded in the academic disciplines and work practices, improving students' understanding of the theoretical aspects of the profession, students are convinced the necessity of theoretical training for activity practice.

5. Role play is a means of awakening interest in the content of pedagogical activity that is necessary “for the continuation of cognitive efforts” students in extracurricular independently work.

6. In business games is the process of adapting to the conditions of pedagogical activity. In this adaptation has creative character, because there are almost no psychological barriers in front of the students, pet fear before the error.

Professional adaptation contributes in business games:

– The formation of a steady interest to the profession;
– The accumulation of positive stereotypes of the typical professional activities;
– The accumulation of professional experience;
– The formation of stable harmonious professional communication skills with colleagues;
– Adaptation of the internal capacity of the student to the conditions of teaching activities;
– The adaptation of psycho-physiological characteristics of the personality to professional activity;
– The formation of new aims;
– Accumulation, systematization and organization of professional knowledge;
– The development of skills of making optimal decisions in limited, incomplete information;
– The formation of an adequate understanding about educational activity.

7. Business game discloses the personal potential of student: one can diagnose his own capacity separately and in joint ventures with others. The student becomes the creator not only in a professional situation, but also the creator of himself (Gabrusevich and Zorin, 1989).

8. Business game contributes the formation of individual style of professional activity.

From pedagogy perspectives Ben-Zvi T. and Carton T. emphasize that business games provide an effective alternative to traditional teaching methods. The progressively passive instructor role, for example, creates a collegial, realistic managerial culture that exposes students to peculiarities of real-world organizations (Ben-Zvi and Carton, 2007).

We see that all these advantages are business games, largely stem from the fact that the business game contributes to the development of future teachers of foreign languages such organizational skills, as

– The ability to take the role to himself,
– The ability to build their language behavior,
– The ability to build their business conduct,
– The ability to see their tasks and responsibilities,
– The ability to see their place in the general case,
– The ability to resolve issues quickly concentrate and switching,
– The ability to identify the main task, depending on the specific conditions
– The ability to identify specific practical problems on each problem and to determine the sequence of their solutions,
– Ability to work in stuff,
– Ability to work with the stuff,
– Ability to work in a variety of views and opinions,
– The ability to expose correct his own behavior during the analysis of business game,
– The ability to find the optimal behavior when performing professional functions in the analysis of business games,
– The ability to find a way out of a situation where a mistake in the course of business games analysis.

That is its role in the professional training of teachers. Detailed technological analysis applied in the educational process through international training activities, shows that each of them has its advantages and it means that the teacher, using the learning process of each of these forms in the system has the possibility to develop a variety of high quality skills for future of professional activity of teacher.

References