

BUSINESS GAME AS A COMPLEX INTERACTIVE TECHNOLOGY IN EDUCATION

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ABSTRACT

To train highly skilled specialists, lectures, seminars, laboratories, practical classes, and other forms of training, including the business game, are held. When studying materials are presented as games, students are active and interested in the results. Our representations must be rethought. Goal. The goal of this article is to determine the specifics of business games and the possibility of using them in higher education to improve students' foreign language skills. Methodology. The content and purpose of the business game in teaching a foreign language are investigated. A business game can help students learn and develop while teaching a foreign language. Results. The factors and professionally-oriented nature of the students' specialty are determined for the business game. Essence, specificity, and methodological support of the business game as a form of training transport students for foreign language communication in higher education are discussed. Originality. Author suggested using business games. Usefulness. Interactive teaching methods help develop professional and interpersonal communication skills in a foreign language. Optimal introduction of role and business games in the educational and extracurricular process is important and necessary to attract students to independent active acquisition of knowledge, skills and abilities, development of their cognitive activity, and formation of students' creative personalities in higher technical educational institutions.

INTRODUCTION

Lectures, seminars, labs, and practical classes, as well as other types of training, like using the business game as a problem-solving method to teach students foreign languages, are used to train highly skilled specialists. At the end of the day, it's important to note that when studying material is presented as a game, students are more engaged and interested in what they learn.

The business game is one of the most effective ways to get people to do something. Its participants are involved in the game activity because of the way the game is set up, and it can cause them to feel a lot of emotional and physical stress. In a game, it is a lot easier to get past problems, obstacles, and even mental blocks. The game is based on cognitive activity and requires its players to take the initiative, be persistent, be creative, and use their imagination.

METHOD

The business game simulates real-life choices and decisions. Participant roles allow them to understand, experience, and master new features. The game simulates a specific event or phenomenon in the present, past, or future [1]. A business game usually models students' future work. This is an imitation of the teacher's real managerial, research, and pedagogical activities. Business games combine theory and practise, helping develop professional knowledge and skills. Positive emotions from games increase interest in a subject. Business games are based on collective labour, practical utility, democracy, publicity, adversity, maximum prowess of participants, and unlimited creative activity. The business game develops a specialist's theoretical and practical thinking: the ability to analyse complex production conditions and perform new professional tasks. The pedagogical essence of acting games is activating thinking, increasing the future specialist's autonomy, fostering creativity in education, and preparing for professional practise. The purpose of a business game is to develop students' professional skills and abilities through active creativity. Methodical game provision requires a prospectus, game parameters, and real and game documentation. The detail of methodological recommendations depends on the object of imitation, the students' audience, the discipline, and its goals and objectives. Considering the content and features of language teaching, business games can be classified as follows:

- "warm-up games" such as "brain storm", "club of connoisseurs", themed entertaining games; their task is to intensify game and collectivist motivation, deepen participants' interests and imagination, and focus on a non-standard approach to the material being studied;

- Situation-role games involve analysing situations and role-playing.

- constructive-role, problem-role, and discussion games: their purpose is to form skills for the acceptance and effective performance of business roles, develop interaction and communication, productive co-operation, and participation in the development of collective solutions;
- creative games: collective creativity in the creation of technical and artistic projects; attraction of students to such games contributes to the development of a creative spirit.

RESULTS

In the process of playing a business game, students learn how to solve problems in a logical way, how to organise teamwork, and what their "position" means based on their own experiences. In the process of playing a business game, each participant becomes aware of his or her membership in the group, the level of his or her participation in the work is determined, and the relationship between participants is felt when doing common tasks.

– Developing: In the process of playing a business game, logical thinking, the ability to find answers to questions, speech, speech etiquette, and the ability to communicate during a discussion are formed.

The authority of the teacher has a lot to do with how well the game-based learning works. A teacher can't run a business game well if they don't know the people in the group well and talk to them often [2].

If the teacher can't count on his students' knowledge, teaching skills, and other human qualities, the game won't have the desired effect, or it may have the opposite effect. So, for educational activities to be successful, they must take into account all of the unique aspects of this type of training organisation and follow all of the rules and suggestions for how to use it.

CONCLUSIONS

The findings were based on research and future potential in the sector.

So, interactive teaching approaches assist improve professional (and not just) foreign language communication abilities, encourage the development of important interpersonal communicative qualities: communicative and tolerant, dynamic and flexible conduct, empathy, rationality, and cooperative orientation. Therefore, optimal introduction of role and business games in the educational and extracurricular process is important and necessary to attract students to independent active acquisition of knowledge, skills and abilities, development of their cognitive activity, and formation of the creative personality of higher technical educational institution students.

REFERENCES

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