

**BUSINESS GAME AS A COMPLEX INTERACTIVE TECHNOLOGY**

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**Abstract**

This paper presents a bibliometric study of the relationship between business games and creativity and points out gaps in the proposal of research topics. For this, we performed a detailed analysis of 64 articles obtained through a systematic review of the literature, gathered from the Scopus and Web of Science platforms in the areas of business and engineering, published between 1970 and 2016. The data was analyzed by descriptive statistical analysis with the support of the affinity matrix. The results identify: 1) the main research method in this theme is the case study with a qualitative approach; 2) the United States, Canada and China are the countries that publish the most; 3) there has been an increase in publications on this topic in recent years; 4) the main sector for application of studies on this theme is the educational one, followed by the business sector; and 5) considering both creativity and business games, exploratory studies are predominant. For future research it is recommended: 1) to analyze the influence of creativity principles in business games; 2) research what are the constituent elements of a business game; 3) investigate how a game can stimulate or mediate the creative process of its participants.

**Keywords:** bibliometric study, business game, collective creativity, systematic literature review

**INRODUCTION**

In accordance with the Federal state educational standard, the main lines of graduating student are competence and mobility, ability to analyze, quickly and independently make decisions in conflict situations, ability to monitoring development in industry, be ready to raise up level of education. Therefore, at the study of the special disciplines accents are carried on the process of cognition efficiency of that fully depends on cognitive activity of student.

The success of achievement this aim depends not only on what is acquired, but also how it is acquired: individually or collectively, by means of reproductive or active methods of training [1, 2, 3]. One of the main directions of improvement methods of training students of higher education is use in educational process active

methods of training which rely on creative thinking of students, most stir up their cognitive activity, do them by coauthors of new ideas, accustom to make independently optimal solutions and to promote their realization.

The Business Game (BG) is one of effective and almost significant methods of preparation and training of qualified personnel.

The imitating model of real professional activity is the cornerstone of business game. Participants of game in the simulated conditions are allocated with roles and according to the instruction perform the set operations. Solving the problems put in a task situation, players acquire subject knowledge.

On the other hand, if imitation of production situations is the cornerstone of game, then at their adequacy to real conditions the method becomes the convenient scientific tool.

Education of business qualities on the basis of game imitations – the important party of use of games when training future experts. Now in a complex of requirements to preparation and training of experts on one of the first places such qualities as ability to comprehend situations and to react quickly to them move forward, making the correct, effective decisions.

In business games used in educational process, connection of the theory with practice is caused by a problematic approach to assimilation of educational material, experimenting and concreteness of the considered situations.

Methodologies of modern business games allow to combine rationally professional interest of students in new methods of educating, educate training spirit of competition and teamwork [4, 5].

Creation of business game is associated with development of methodical ensuring game, the scenario, problems of game and represents a complex scientific and technical challenge. Their structure reflects logic of practical activities, also the principles of application of theoretical knowledge in practical activities. Therefore business games are effective, well-tried and effective remedy of assimilation, expansion and knowledge acquisition, forming a set of abilities and professional competences. Thus, business games can be considered as the intelligent tool in training of highly qualified personnel and top skills.

Business game is a non-standard system of a reconstruction of management processes which take place in the past and can be actual in the future. In Game communication and regularities of the existing way of adoption of productive decisions in production at the moment, or in the long term is defined.

Business game is a creation of a game image in the course of overcoming of the basic rules accepted voluntarily. The analysis of a theoretical essence of business

games, their main characteristics, appointments and structures is necessary for definition of a basis of concept of business game. It is very important to understand a role of business game in a humanization of working processes and to realize this way as the embodiment of the dialogical principle in a professional education [6, 7, 8, 9].

With approach of an era of a computerization the computer games allowing to receive necessary skills on various specialties, to speed up thinking reaction were widely adopted.

We can select the basic attributes of business game:

- a) the game is a simulation of any aspect of purposeful human activity;
- b) for each participant of game establishes the role corresponding to their interests and motivation in game;
- c) game actions submit to system of rules;
- d) in business game there is a transformation of existential characteristics of the reproduced activity;
- e) game has symbolical character.

Borders management of the game consists of several parts: scenario, theoretical, stage, staging, of the elements of criticism and self-knowledge, judging part, the date of providing information.

Clearer and complete impression can be gained after acquaintance to classification of business games, detailed consideration of each separate game which illustrates this classification [10, 11, 12, 13].

It should be noted that in business games the decision are developed collectively, the collective opinion is

formed also at protection decisions of own group, and also at criticism decisions of other groups or at the proof to group of people own opinion. Business game is difficult arranged training method as can include the whole complex methods of active training, for example: discussion, brainstorming, the analysis of concrete situations, actions according to the instruction, analysis of mail, etc. For intelligent application of business games it is necessary to find out their essence, to understand difference between children's game and business game. If in the first game following to the rule takes the main place, then in the second rules are only a starting point on the basis which the free game behavior is under construction. A game is present where it is necessary to go beyond schemes.

Specifics of training opportunities a business game as method of active training in comparison with traditional games are as follows:

1. In game the main regularities of the movement of professional activity and professional thinking on material of the educational situations which are dynamically generated and resolved by joint efforts of participants are recreated. In other words, process of training is as close as possible to real practical activities of heads and experts.

It is reached by use in business games of models of the real social and economic relations

2. The method of business games represents nothing else as a specially organized activities for the transfer of theoretical knowledge to an activity context.

The stated above and many other features of business games cause their advantages in comparison with traditional methods of training.

The basic element of the business game is a scenario. The scenario of a business game is the basic document for its implementation. Created for its design team of experts examines: each step, the fragment content, episodes, clearly defined a study aim, preparing to guide each player and the experts determined the complete set of roles, the game, place the game, it is recommended introductory material or a lecture, discussion procedure the use of technology, etc.

As a rule, the general sequence of the game, broken on the basic stages, operations and steps, is represented in a scenario.

The scheme of the scenario can be described by means of the following elements:

- a) a real contradiction (it is necessary to distinguish from the game conflict caused by a difference of positions of players);
- b) the conflict – existence in a situation of a mismatch of parameters of activity, collision of the versatile phenomena, discrepancy of criteria of decision-making, etc. The game conflict can be also present in a scenario;
- c) the way of generation of an event defining extent of algorithmization and improvisation of participants of game (distinguish three ways of algorithmization: determined, spontaneous and mixed).

Thus, the teacher as the designer and the user of the training business games can formulate the following practical advice:

1. Business games are rather labor-consuming and resource-intensive form of training therefore it should be used only when other forms and by methods of training it is impossible to achieve the set educational objects. It means that it makes sense to use business games when are important: receiving complete experience of performance of future professional activity; systematization in complete system of the trained bastings which are already available at to skills; receiving experience of the social relations; formation of professional creative thinking.
2. Introduction in educational process at least of one game results in need of reorganization of all technique of training used by the teacher. In business game it is impossible to play what students have no idea of, it leads to profanation of business game. It means that competence-based participation trained in game demands their preliminary preparation (for example, it is necessary to teach

previously discussion, methods of the analysis of a situation, methods of playing of roles, etc.).

3. It is important to avoid an extreme of transformation of business game into trial from one party and to gambling on the other hand.
4. The teacher is most active at a development stage, preparation of game and at a stage of her reflexive assessment. The less the teacher interferes with game process, the it is more in her than self-control signs, the training game value is higher.
5. Business game demands change of the relation to traditional idea of behavior of students. Observance of rules of the game becomes the main thing. Disciplinary violations, from the habitual point of view, (for example, an unauthorized exit from audience) in business game lose that status.
6. The optimum duration of business educational game is about 4 hours. Such frame time allows to be such compromise into the existent educational system.

Business game as a form of contextual training should be chosen first of all for the solution of the following pedagogical tasks:

1. Formation at students of complete idea of professional activity and its dynamics.
2. Development of theoretical and practical thinking in the professional sphere.
3. Acquisition of problem and professional and social experience, including adoption of individual and collective decisions.
4. Formation of informative motivation, providing conditions of emergence of professional motivation. For carrying out business game the teacher sets the didactic and educational purposes, as well as when planning usual occupation though they have to be realized in a game situation. Planning game it is important to think over an emotional and motivational background of game.

At determining the purposes it is important to answer the following questions:

- a. Why this business game is held?
- b. What category of students this business game is held?
- c. What should be train students?

### **Roles and Preparation for Game**

Roles in teams may be vary depending on the number of players in each team. The following people may be in each team: Duty shift (2 and more persons); Duty shift's chief; Electrician; Chief engineer; Vice director; Director.

A teacher (moderator) divides a study group by teams, each of which is a telecommunications company. Teams are given 1 academic hour to define roles and fix roles for each team member.

After that, a teacher specifies type of an emergency situation that will happen in a certain telecommunication company for each of teams. During 7–14 calendar days the participants of teams study regulatory normative documents: job description in accordance with the selected role; the procedures for specific emergencies at this telecommunication company; the procedure for the provision of telecommunications services at this company in emergency situation.

Emergencies:

- a) For emergencies “occurrence of fire” – requires knowledge and strict compliance with fire safety regulations.
- b) For emergencies “power supply off” – formation knowledge about how to switch of object on reserve and (or) independent power supplies. Familiarization with requirements and rules of transition to reserve and the correct commissioning of backup power supply.
- c) For emergencies “failure of equipment” – need ability to identify a problem, to take a decision on the methods of error correction faults.

Each team should submit its telecommunication company, call provide telecommunication services, to designate primary and backup equipment, to designate roles. The presentation must be performed in a multimedia presentation made using Microsoft Power Point.

Each of the participants should represent algorithm of actions in case of emergency to a role that is assigned to each of them. The algorithm should be performed in graphic editors (Visio Microsoft, Corel Draw, GNU ImageManipulation Program, Visual Box). In addition to the algorithm, the sequence of actions each character should be represented in the form of multimedia presentations made using Microsoft Power Point.

Students should themselves independently determine the order of performance, beginning from a personage, finding out an emergency situation and ending a personage that carries out common guidance liquidation of consequences happening emergency.

Modeling and simulation the emergency situation for one team is 1–2 hours. Teacher(moderator) evaluates not only the accuracy and coordination of actions in each team, but also visibility of demonstration material, oratorical art of speakers.

## **CONCLUSION**

The experience got in the games can be even more productive in comparison with acquired in professional activity. It occurs for several reasons.

Business games allow to increase the scale of coverage of reality, visually represent consequences of the made decisions, give the chance to check alternative decisions

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