Play! Learn! Grow! Multistage Business Game as the Method of Self-Development of New Professional Social Teachers

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ABSTRACT

The article discusses the issues of conducting business games and their effectiveness at the university. It also tells about the use of business games by future social educators for self-development at the Eurasian University named Gumilev L.N. It describes the scope of a business game and a number of its definitions. The author concludes at the end of the article, that systematic multifunctional business games make it possible to achieve the goal of the educational process

Keywords

business game, role-playing game, training, self-development, leader.

Introduction

In the context of modernization of education in Kazakhstan, the problem of professional training of competent specialists who are proficient in their own professions, obtains high priority in the market. The goal of the future specialist is to focus on professional self-development in order to meet these requirements

For this purpose, it is essential to adapt to the day-to-day work, be a professional specialist, have a good professional background, have a personal and professional self-development, be self-motivated and be able to work independently, as well as to be a successful person in market relations.

In this context, there is a problem of improving the theoretical and practical training of social teachers capable of adapting to the modern life of the society, socialization and effective solution of the problems. Professional self-development of social pedagogues assumes their professional orientation, the ability to carry out professional self-development and the development of reflexive competence during the realization of this work.

The analysis of program documents that determine the content of the future professional social teacher, indicates not only the lack of a clear focus on professional self-development, but also the lack of personal self-development of students throughout the entire period of study at the university. Social and pedagogical professional self-development was not the subject of special studies, but there was some experience of studying it by philosophy, psychology and pedagogy sciences.

The basics of the process of human development, which considers the concept of self-development are presented in the works of Bogiavlenskaya B., Halperin P.Y., Davydov V.V., Ilyina T.I., Kabanova-Meller E.N., Kalmykova Z.I., Menchinsky N.A., Petrovsky A.V., Rubinstein S.L., Elkonin D.B. and others [1-10].

An analysis of the process of self-development is impossible without identifying such components as "human development", "personality development" or "individual development".

Rubinstein S.L. interprets human development as the development of his abilities by collecting and attaching operations, actions that accompany a qualitatively new regulatory process as the core of a new development [11].

Paying special attention to the human personality, Berdyaev N.A. believes that "individual embryos are embedded in each of them, but the potential of social disclosure can only be in the process of self-development" [12].

Participation in various qualification courses, seminars and conferences, trainings and business games increases the level of professionalism of future social teachers. In particular, a business game is a form of modeling a unique system of behavioral relations, creating the objective and social content of a future professional activity of a specialist. The game is a great human invention. Games help for its biological, social and spiritual development. The game arises during the historical development of society as a result of a child position change in the system of social relations.

"All the world's a stage, and all the men and women merely players, and each of them plays a role" W. Shakespeare wrote. In fact, each person plays certain roles at any time in his life, knowingly or unconsciously. There are roles of a child, parents, grandparents, student and teacher, students, workers and managers and others. There are games not only for children, but also specially organized games for adults. Why such games are needed is a question of study for scientists involved in various fields of knowledge. In this regard, we plan to identify the essence of business games (BG) for their conscious use, as well as demonstrate the features of children's games and business games. If in the children games the rule prevails, in the business games the rules are just a starting point, and on its basis a free-game mode is built. The complexity of the concept of "business game" was largely agreed upon in its definition. At present,

a business game can be considered as a sphere of scientific and technical knowledge and simulation experiment, teaching method, research, and solving practical problems. However, this is not enough in the current definitions of business games.

There are several definitions of business game features:

• business game - is a training for acquaintance with skills and abilities necessary for working in real working conditions and its formation;

• business games include situation analysis, feedback and time factor;

• business game is a team exercise for creating a sequence of decisions in artificial situations, creating a real working situation;

In a business game, each participant performs the same behavior as the people in real life, plays roles, but he is guided by certain rules of the game. Business games are used as the tool and instrument of teaching method about economy, business practice, knowledge of the rules of economic behavior, learning processes for making economic decisions and formulating thinking. Business games are widely used for training specialists in relevant fields of economics, politics, sociology, ecology, government management, education, history, as well as [13].

However, business games used during training are characterized by the following advantages such as:

• educational process technology activates the thinking ability;

• long-term and stable student-centered activity;

• encourages students to adopt independent, creative, motivated actions and decisions [14].

In our article we briefly told about the theoretical aspects of the game in human life, and now our task is to talk about the use of pedagogical technology, which is focused on practical activity at the Eurasian National University named Gumilev L.N. and to define the main results achieved during the game. Business role-playing games, trainings are the basis of our teachers' experience. It was a great fun for us to spend a great game among the students of our faculty. There were several exercises during the multistage business game. However, we do not describe the technique of carrying out these exercises because they are not the original, but all methodological and managerial works are described in the literature [15].

Methods

The game is the most natural form of interaction between people, where a person can feel free and harmonious in conditions of security and trust. All these factors are a prerequisite for the effectiveness of any service. Most importantly, all this contributes to the growth and development of the individual through deep self-knowledge, recognition of others. These prerequisites laid the foundation for the development and implementation of all business games scenarios. The name of the game is "Play! Learn! Grow! wasn't chosen by coincidence! During the organization and conducting of the game, both students and their organizers learned a lot, which also contributed to our professional development and growth.

"Play! Learn! Grow! multistage business game was used for formulating the practical application of theoretical

knowledge in special modeling through one of activity form of training; promote initiative, creative students who can create ideas, create teammates, achieve effective goals and manage leadership skills, and disseminate successful management experience in the system of student self-government at university.

The organizer of the game was the faculty of social sciences, the department of social pedagogy and self-knowledge. It unites and collaborates professionals in various fields of humanitarian and scientific cycles. To ensure an effective solution of given tasks, 2nd year students studying at the specialty of "Social pedagogy and self-knowledge" of social pedagogy department and self-knowledge faculty, were involved. The game involves students of 2-3 courses of specialties "Social pedagogy and self-knowledge." Total 49 students were involved in this business game.

The game consisted of three stages: diagnostic (testing students), intermediate (group business games) and final (final business game, winners of business games in groups). The first round of the business game (diagnostic) became the "entrance ticket" for the game. 40 questions were asked. The correct execution of each test task was evaluated with one point. The maximum number of points can be 40. The content of the test tasks covered the main areas of student future professional activity and learning the environment. Tasks determined the skills of participants, their abilities to work in various areas of the environment based on their experience and knowledge. Diagnostic tasks were: a) subject competence - the ability to analyze and act in the context of individual areas of human culture; b) information competence - the ability to master information technology, work with all types of information; c) moral competence - the willingness to live according to the traditional moral law. The winners of the first stage (28 of all participants) were determined by the test results. These students took part in the second round. The second (intermediate) round is a group business game. The main prerequisite for each group was the organizer of a business game, such as determining the professional competence of the players. This second round allowed members of the professional team to make an effort. There were several game exercises in this round. Before the start of the game, we talked with students about the goals and rules of the game. The business game also covered the following stages:

1. Introduction to the game. There was a discussion of the game, during which students got acquainted with the general tasks and rules of the game.

2. Students are divided into groups. At this stage, students were asked to play several roles. In some cases, specially selected students were instructed to play certain roles, for example, in the organization (if they work). The optimal group size was 3-5 people. After separation of roles, students were introduced to the initial situation, taking into account the specific role of students.

3. Case study (scenario). Students were provided with the necessary materials to study the situation. Each team explained their position, which they must follow during the game. The rules of the game determined the stiffness of the players and the influence of various levels of command. Information support for the game was developed.

4. The distribution of roles in the group. After getting acquainted with the situation, the discussion began in

groups. Then the students divided the roles. Usually there is a description of the need to develop a team structure that describes the role of players and organizers.

5. Gameplay (situation analysis, decision making, solution, registration). After studying the situation, separating roles and explaining the goals of each group, all the necessary actions in accordance with the rules of the game and the simulation of the corresponding decision-making process were carried out in accordance with the adopted strategy.

6. The completion of the game. At this stage, an analysis of the activities of the groups was carried out and the role of trainers was evaluated. Teachers discussed draft decisions made by teams, as well as relationships between groups and within groups. After the game, students analyzed their actions. Teams compared their strategies and those of competitors, and found the effectiveness of various decision-making strategies in their practice.

7. Analysis of the best option. After analyzing the activities of the Group, students were introduced to the optimal version of decision-making services that should be imitated. Students' ideas and their solutions were measured on the "scale" of the game and evaluated in practice. It is very important, because this cannot be overcome without such an assessment.

8. General discussion. The need for this period is practiced. The decisions made by the group do not always reflect the views of all students. If students do not allow them to express their opinion openly and do not value it, they leave the classroom displeased with a game. Tips for evaluating the quality of the game have already been discussed. Such information was used by organizers for game processing. During the business game, the role of the teacher was very versatile. Before the game, he was an instructor, a consultant during the game, and finally a judge and a debate leader. All this required the teacher to possess the necessary knowledge and skills. The teacher felt the peculiarity of this form of learning. Games mean that it is impossible to predict live simulation of management processes, instructions and rules. Each game has always been different, and the teacher is the game process leader in the right direction. Also, the teacher did not take an active part in the game. This gave students autonomy. He only tried to give advice, eliminate misunderstandings, but did not help the students make a decision. The decision should be the result of student action from the start to the finish. It is noteworthy that the business game is not a strong competition under the competitors pressure. Extreme difficulties may tire and exhaust students, in that case they would be afraid to make mistakes and obliterate their attempts to take action and reduce the risk. So we played the game in a creative setting, in conditions of emotional upsurge. And it helped to increase the level of learning process. The more teams involved in the game, the more difficult it was for the teacher to control the process. We hired two assistants to monitor and evaluate students in the group.

According to the results of the second round, from each group were determined 5 winners, who reached the final - the third round. The third round (final) is the final business game, which consists of three stages:

1. The main task is to resolve the conflict, control the psychophysical and emotional state of the participants, increase the level of interaction in the team, and develop the creative potential of the players.

2. Training of personal growth, its purpose is to develop creative potential, strengthen interaction and cooperation in a team, develop leadership potential and responsibility not only for oneself, but also for the whole team.

3. Business game "Draft program for the strategic development of student self-government."

The objectives of this stage are the organization of effective interaction in the team, the correct delineation of roles in team work; developing mechanisms for interacting with the media, developing skills and abilities for making a project for the strategic development of student self-government in the face of a lack of time, resources and information; development of creativity of the game participants. The final working time is usually 5 hours (from 09.00 to 14.00 hours). It should be noted that this tour is focused on solving the main task of the game to achieve the goal. The work was intense, dynamic, interesting; the players were on a tight schedule. During the game, participants were shown a high degree of uncertainty due to a lack of understanding of the methods and tools of transparency and the availability of the report. Leaders of the game were not involved in groups process and did not give personal reviews. They provided a game template. During the game, participants were observed by experts to determine the winners. In addition, during the game, participants had to determine three nominees: each participant was presented with two sets of colored wheels that should be distributed to other participants according to a certain criterion: 1) they were liked and remembered the most; 2) from whom I would like to study; 3) I would like to support their idea.

During the game, the composition of the team changed several times. Here I would like to highlight the dynamics of the psychological adaptation of students to new situations, an analysis of the stages of the game, which reflects the creative and leadership qualities of a person in a new team.

Our task was to make the right choice of exercises and build their sequence for effective and efficient work. In the third round, individual teams of the finalists of the second (interval) round were sure that they would play with the team from their courses. They even came in one uniform (for example, a plain scarf). We break into teams during the first unexpected situations: to find your own pair without using words, quietly, using movement or facial expressions. Each participant received a postcard with an animal, bird or insect. Their names are repeated on two cards, so if someone has the name "camel", should find their pairs. Students who are unfamiliar with each other were primarily modest and felt uneasy. However, this first difficult task helped them to feel the atmosphere of the game and immediately entered the creative world. The implementation of training tasks for newly created teams led to the first significant results: team spirit was created by unfamiliar players before, team tactics were created. For example, in the first task "Figure", it was necessary to create a figure with eyes closed. Each team held many movements here. In one of the teams, a leader was immediately identified, who without hesitation decided to form this figure. Dividing the total number of participants into four, the leader stands in the center of the figure and creates a line on the sides of the square, counting team members for each side. In the other team, no one received the burden of leadership. The participants tried to cooperate.

As a result, there was basically a chaotic movement, an attempt to figure out the figure did not take place until one of the participants thought that the number of people should be calculated. After this prediction, the players continued to act collectively, laughing at the number of people needed to create a piece. As a result, the team quickly completed the task with an identified leader, his actions were clear and organized. During this assignment, students were able to demonstrate that if the team leader believes that a clear behavior strategy has been developed, collaboration can be coordinated and be effective. The game participants were well versed in this lesson and were also well versed in the next exercise when completing their assignments. During the game, students liked it, but some players experienced a sense of willing to win the game anyway, which led to a little argument.

Performing the task "Understand Me", you must communicate with non-verbal means of communication to each other. During the game "Understanding Me", one of the players used the "support" of spectator for is team when it was necessary to transmit information to each other using non-verbal means of communication (in this case that meant "fish spoils from the head"). We, the organizers, were well aware of that. We gave the teams the opportunity to complete the task, but after it the game was suspended and a clear analysis of the situation was carried out. Students were more honest on their own and decided not to allow such situations. The victory of the competition was given to the second team, which completed the task later, but who worked honestly. After that the combined teams had another surprise - for the second part of the third stage, a new combination of teams was required, which wasn't accepted by many with enthusiasm. In our opinion, the problem is that students were always taught in a static group: classroom, student group, course. These groups, as a rule, are well acquainted with their members, are characterized by the stability of the structure, and have their own established rules and traditions. Everyone in a regular team gets its place, which guarantees psychological stability and comfort. The new team, to some extent, abandons the usual lifestyle. On the one hand, a novice needs to "demonstrate" his behavior, personality, competence, communication skills and, on the other hand, carefully and accurately evaluate the new situation, including all adaptation mechanisms to new circumstances in order to take its right place in the new required environment. However, this unambiguous situation allows us to introduce ourselves in a new capacity, overcome stereotypes of behavior, and reveal unknown possibilities. In this regard, in the game we tried to change the team as much as possible, make it mobile, "beat" the participants in their stable, comfortable zone, thereby helping them to open up and improve, avoiding longer adaptation. After the second division of the teams, we realized that we had achieved the goal: the problem of working in a new team did not appear at the very beginning, the composition of the team changed dramatically, so the student proved that they can work effectively with the new team, not only quickly. At the end of the second stage, the leader of the game made an interim draw with the players.

The third stage of the project "Strategic development of student self-government" began with the distribution of players to two teams through a draw. This stage of the third

round is a kind of development of the game by the organizers, so let's talk about the moment of its organization and conduction. The teams were entrusted with: Developing a program for the development of strategic self-government, representing and defending their project. The teams were provided with all the requirements for work: laptop, paper, markers, whatman papers, package of documents (structure of student self-government, main directions and forms of student self-government, rules of the game and regulations, description of various technologies, list of functional roles that describe their functions). During the project, teams worked in different classrooms. Players were offered to choose the name of the team, the slogan, the distribution of roles in the team. The organizers introduced the following functional roles, describing their activities: 1) Team leader (the main organizer of all team groups, helps team members coordinate their actions, organizes collective team work, acts on behalf of the team, etc.); 2) the analyst (the main task of the analyst is to collect, summarize and analyze the information received); the team must constantly inform him about the state of affairs, providing options for further actions); 3) PR-manager (responsible for the promotion of ideas, development and presentation of information materials); 4) Press secretary (responsible for direct communication with all mass media: the press, radio, television; participates in press conferences, is responsible for the preparation of information materials together with the PR manager; 5) Image consultant (responds to the image of the team: behavior, communication with other people, presentation of the project, etc.). Players were also provided with free badges for the roles that team members identified.

During the development of the project, correction and protection of the project, it was recommended to use various technologies for the players: 1) to make sure that the project is necessary and relevant, and to present the following points: a) the feasibility of the project; b) strategic and tactical goals; c) the main provisions; d) the expected result of the program; 2) information materials (posters, leaflets, newspapers); 3) video materials (slides, videos, etc.); 4) mass media interviews; 5) press conference; 6) Project protection. There were mass media representatives on the site: television, radio, newspapers. Mass media representatives were selected among the best activists of the Youth Center (their training was implemented in advance). Their responsibilities included not only interviews and press conferences, but also consultations for players on the preparation of the draft program ratings and the development of the draft program. In addition, mass media representatives were given the right to choose a candidate from the mass media. The driver explained the rules of work: 1 hour teams work on a project basis; then 1-2 team members will be interviewed by the mass media. Based on the results of the interview, media representatives will formulate a rating of software projects. After that, the teams were given another 30 minutes to complete the program, and then the teams went to a press conference, after which the rating of projects was adjusted. After 30 minutes of the press conference, a campaign protect projects began. Participants' feedback was received through questions and comments of media representatives, as well as project ratings in the process of their development. The reaction of other team players was also important. The third stage of the final stage

- "Creating a project for the strategic development of student self-government" - revealed the full creative potential of the game participants, the ability to clearly and accurately distribute roles in the team, innovative thinking and responsibility. During this period, the practical implementation of the goals was realized. It should be noted that each of the four programs has originality and artistry, each of them has its own distinctive features, all the necessary elements of the project. This is a merit of players and media representatives.

They not only took interviews of team members, but also explained their mistakes, shortcomings in the project, correctly evaluated their projects, competently and objectively analyzed the projects, played their role not only as the press, but also as experts and mentors. The names of the teams demonstrated the intention of the players to actively participate in putting their efforts to promote the development of student self-government: "Friendship", "Maximum", "Leader". The slogans of the teams showed us their combat spirit: "Future is in the hands of youth!", "One goal, one choice - Students Union!", "You are not alone, students union is with you!". All teams set tasks that should be addressed within the framework of student self-government. Key points: 1) protection and representation of the rights and interests of students; 2) education, social and everyday life of students; help in problem solving; 3) Assistance in the management of higher educational institutions in the organization of educational and scientific tasks, the organization of educational processes, the organization of leisure and life of students; 4) the solution of organizational and personnel issues of student self-government. It should be noted that students fairly assess the situation in the system of higher education and have a number of objective reasons that impede the active development of student self-government, as well as understand the internal causes of the student environment. Among them: 1) students low activity; 2) students low curiosity; 3) lack of free time; 4) the weakness of the organization of cultural leisure for students and the proposed ways to solve these problems: 1) the organization of meetings, events: holding discos, concerts, games, competitions; 2) the creation of student deans; 3) creating a student site; 4) establishing relations with production industry. All teams presented a structured organization of the student self-government council in their projects. But in the work of some committees, students have different priorities and set their own priorities. For example, "the Leader" team sees the priority of the training committee as follows: "Organization of training of first-year students to get acquainted with junior students, get to know the profession and develop personal qualities". Thus, students identify a problem and determine ways to solve them by maintaining the student community, its organization, and adaptation of freshmen in the new environment. Such basic tasks should be solved at the Union of Teachers and Students, and students will understand this and will not evade responsibility.

Discussion

Game participants have shown that the game they play is important and take important part of their real life. In their reports students demonstrated the viability of their projects and their practical orientation. Students are convinced that their ideas should not only have a place, but also be in the real life of the university. Conclusion and recommendation at the end of the business game "Play! Learn! Grow! currently are being implemented at the faculty. A practical school of business games and trainings, and then theoretically trained students, work with freshmen studying at social pedagogy and self-knowledge faculty. The results obtained during this work will still be analyzed, but one thing is clear now: such trainings are necessary and relevant, freshmen are delighted, and the work of junior students with freshmen is only positive. At the moment, we, teachers and students who are actively involved in the work, are only in the beginning of the process.

Conclusion

This can change the positive dynamics of university and its quality only if students at the present stage of development of higher professional education, and teachers are equal subjects of the educational process. In addition, systematic and rigorous interdisciplinary business games will teach future social teachers adequate recognition, independence and anxiety, self-discipline, self-improvement, helps to develop a self-development program, choose its tools and methods.

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