

5. Pedagogical algorithm of effective use of business games in professional training of managers in higher education institutions

5.1 Modernization of the content of training of future managers in higher education institutions, taking into account the current needs of professional training of modern professionals using gaming technologies

Analysis of the work of the country's leading free economic zones, as well as centers for training anti-crisis leaders shows the accumulation of some experience in training in the field of professional skills. The main method of this type of training is active learning methods, including business games.

There is a certain concept in the scientific literature about the business game as a way to resolve conflicts that arise in people's professional activities. The method is based on a combination of administrative (primarily technological), social (building interpersonal and organizational communications) and intellectual (using variable thinking) factors.

Depending on the tasks of the business game (improving the functioning, entering the market, gaining market share, etc.), special attention is paid to certain sections of professional disciplines. For example, business planning of a firm's entry into a new market within the framework of general management provides in-depth knowledge of such sections as decision-making, organizational communications, organizational design, business information support [255].

The organization of an active effort in the field of activity, on which we focused the student, - says Professor V.A. Petruk, - is an important condition for increasing the level of his professional orientation. The implementation of this condition allows such an organization of activities in the learning process, which puts before students tasks that reveal the specifics of the activity, its creative side [256, p. 420].

This organization of the educational process forms in the student one of the main components of the paradigm of learning in institutions of higher education the effect of learning is directly proportional to his own activity.

In the process, teamwork in the form of collective creativity based on individual activity is a means of improving the student's knowledge. In a group training organized in the same way, each participant benefits. The effect of deepening knowledge is due to the exchange of individual thoughts and views on the problems to be solved, and due to a well-organized process of collective creative activity.

The main criteria when choosing future activities in the business game are professionalism, responsibility, personal interest, activity, choosing a team with comfortable conditions, the possibility of interpersonal communication (ie providing conditions for the formation of microgroups).

Particular attention is paid to bringing information to the student. With little experience in defending their opinions, students clearly formulate requirements for such types of competition as public speaking, participation in controversy. The wishes of students are reduced to the need for both audio and visual ways of transmitting information.

In addition, active participation in the controversy (a prerequisite for a business game) allows the analysis of the behavior of opponents, possible questions, and hence the preparation of answers.

The main thing that students say - in preparation for the business game you need to tune in to serious work and look for effective ways to achieve the goal.

Competitors, other teams are not weak opponents. The team that not only wins all the elements of the business game (business plan, speeches, polemics, coordination of actions during the game) at a high level, but also finds its know-how in each of these elements, which is beneficial. distinguishes the team from competitors.

The system of business games gives the right to solve the problem of economic and managerial education within the ideology of market competition, which was reduced to the following slogans: do not expect concessions; rely only on yourself, your knowledge and ingenuity; remember that competition is constant. Hence, the effectiveness of teaching management game methods is determined by changes in student consciousness.

Business game as a way to transfer knowledge and develop skills allowed the participant to succeed in such areas.

1. In the subject area of management as a comprehensive way to manage the organization and achieve the goal. Deepening of knowledge was noted in those disciplines, which under the terms of the business game were expanded with the competition of teams.

2. In the field of teamwork skills. Interpersonal communications within the team were formed, roles and responsibilities were distributed, the interests of the individual were coordinated and subordinated to the interests of the group in achieving the goal. Central to the development of the business game is the self-organization of students in a variety of areas, not just the division of responsibilities. The most important condition for the effective work of the team was the ability of all participants in the business game to collect information about the functional areas of the projected organization and organize equal access to it for each team member. Each participant in the business game worked on a team task, solving a private functional task at a high professional level.

3. Deepening knowledge in the service market sector in which competitive competition is developing. The competitive nature of the business game determines a wide range of knowledge not only about this type of service, but also about its individual aspects. The most important condition for victory is the original idea of

know-how, which distinguishes this team from all contenders. As practice shows, the search for such an innovation, its development and implementation in all sections of the business plan is possible only on the basis of in-depth study of the subject market (in our case, the market of consulting services) [257].

In our study, the practice of knowledge transfer from one level to another, ie activation and convergence of knowledge from primitive levels of its assimilation (incubation and development) to complex and socially significant (specializing and integrating) was professional practice, including by playing real problems business game situations.

Practice has shown that there are objectively two types of solutions to such situational problems. The first type allows the teacher to have an optimal solution to the problem.

The student only has to find it and substantiate it, ie show how he found it (for example, by calculations) or analyze the proposed ready-made solution. Another type of solution is due to the fact that most problems do not have a ready-made solution, in some cases there may be several solutions (almost equivalent).

The richest didactic opportunities have situations that contain problems.

Isolation and ranking of problems, their analysis and diagnosis, answers to questions or questions, search for possible solutions and their acceptance gives the right to develop future marketing communications managers not only professional competence but also the ability to work with people, skills of effective interaction.

In the study, we used three main types of situations that are commonly encountered by any marketing communications manager in their professional activities.

1 type. A standard situation is a situation that is somewhat typical, often recurring under the same circumstances. It has the same causes, sources and can be both negative and positive.

2 type. Critical situation - a situation, usually unexpected, atypical for a particular person, group, team. It captures by surprise, destroys the original calculations, plans; threatens to violate established norms, regimes, systems of rules, values, may cause material and moral damage, be harmful to health, the environment; requires immediate and radical intervention, revision of criteria, regulations, standards.

3 type. An extreme situation is a unique situation that has no analogues in the past. It leads to negative and sometimes destructive changes in any objects, processes, views, relationships; causes material, physical and moral losses; requires the involvement of unplanned and unforeseen material and human resources; encourages radical action, unconventional decisions, seeking help not only from other organizations but also from other countries (eg, fire, flood, terrorist attack, military invasion, etc.).

Situations of this type of practice have not been considered in the process of conducting business games, as their solution is not limited to the readiness of future managers of marketing communications, but allows collective participation in their solution.

At the same time, it should be noted that studies have shown that it is almost impossible to isolate one or another type of situation in its pure form. Some elements of other types of situations may be present in each specific situation. The type of situation used in the educational process depended on the specifics of the course studied, the contingent of students, the educational and developmental goals, training time and experience of future managers of marketing communications.

Interactive learning as a component of the didactic-technological component of our organizational model of professional knowledge, skills and functions of the future manager of marketing communications based on business games, in fact, includes all game technologies built on purposeful, specially organized, group and intergroup activities provides feedback between all its participants to achieve mutual

understanding and adjustment of learning and development process, individual style of communication based on feedback, analysis of reflection [258].

Studies have shown that the effectiveness of the principles of spatial organization, meeting the expected needs of future managers of marketing communications and the implementation of methodological benefits of online learning depend on strict compliance with all participants in the game ethical rules and requirements of professional relations (teacher and student); target and methodological adequacy, applicability and testing of used business games and direct educational material; the teacher's self-confidence, his ability to prevent and, if necessary, manage possible intra-group and inter-group conflicts.

The next component of the didactic-technological component of the organizational model of the formation of professional skills and functions of a specialist on the basis of business games was identified by us as the developmental nature of game modeling technologies.

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However, the development potential of game modeling technologies can be used only if certain requirements are met, including the teacher's ability to meet the goals and objectives of a particular business game, because depending on the purpose of a particular game the teacher has to play different roles: organizer, communicator, facilitator.

Thus, as practice has shown, the maximum possible use of the development potential of game modeling technologies is possible with careful study of organizational and substantive aspects of creating game groups, distribution of roles, taking into account not only game but also target interests of group interaction. also with careful consideration of issues related to the preparation of the game space and props.

One of the methods of work that allowed to use as fully and rationally the advantage and development potential of gaming technology, was the method of game design, the purpose of which was to create or improve objects.

To implement (apply) this method in practice, the participants of the game were divided into groups, each of which was engaged in the development of its project. The topic for the project development was chosen by the students, mostly independently, but in some cases the teachers offered their options [259].

Analysis of the experience of German researchers J. Schneider and I. Buhm found that at the stage of preparation of the game project mutual understanding between teacher and students contributes to the analysis of students' own experience [260, p. 102].

As mentioned above, a teacher who implements gaming technology has to act in different roles and perform various functions, perform new, unusual for him responsibilities, including work as an organizer, psychologist, facilitator, game technician (developer), expert. Each of these new activities requires the development

of a specific improved set of skills, verbal and nonverbal competence, communicative and interactive literacy.

At the same time, as practice has shown, it is quite difficult to find such a universal teacher. Usually, most educators have developed only some of these characteristics (for example, a teacher is a good psychologist but a bad organizer or a good organizer but a bad facilitator).

Accordingly, the main difficulty encountered in the process of experimental work was the lack of teachers of the above characteristics, which do not allow many of them to play business games and get pleasure from it.

Analyzing the above, we concluded that training in this context can be considered as an actual model of a new state of the teacher's personality, which he seeks to achieve and which allows him to qualitatively different self-awareness and organize their behavior in ever-changing situations. expectations of those he manages or interacts with. This state is inherently dynamic, necessitating the constant development of not only innovative pedagogical and professional knowledge, but also new, advanced learning technologies.

The use of business games as a form of learning has led to the transfer of the learner to a state that has manifested itself in the fact that many students, along with teachers, began to act as developers of business games. This allowed to change directly the role of the teacher: his activity gave way to the activity of students themselves, and the main task was the external management of learning and development through co-organization of interaction, creating conditions for their initiative and creative search for effective solutions to specific problems and situations language.

5.2 Implementation of communication comfort of students in vocational training in higher education institutions in the game environment

The orientation of modern educational practice of training specialists on the principle of diversification allows pedagogical teams of free economic zones to choose and construct the pedagogical process according to any of the available didactic models, including the author's. Accordingly, different versions of the content of education are developed, the possibilities of modern didactics are used in order to increase the efficiency of educational structures; new ideas and educational technologies are scientifically substantiated.

The main means of implementing this idea A.P. Belyaev includes the following: the creation of intensive, flexible, differentiated learning systems that provide high quality educational and professional activities; continuous development of personality on the basis of humanization, integration, democratization and differentiation of education; creation of a system of continuous professional education (pre-professional - primary - secondary - higher - additional - scientific training); cooperation of educational institutions and production; multilevel and multidisciplinary vocational education; transition from a technocratic approach in the development of vocational education to socio-pedagogical, humanitarian, etc. [261].

Business game as a form of organization of training of specialists is able to put into practice most of the above tools and principles, as well as approaches. At the same time, being a specific form of imitation of human activity and social interaction, it also requires special methodological equipment and support. The greatest interest in the context of the chosen problem are pedagogical means to increase the effectiveness of the formation of professional skills and functions of the specialist on the basis of business games.

Experimental work allowed to identify the main and most important pedagogical tools: the creation of a special game (communicative) field; formation of positive game motivation of students; establishing a system of feedback between the participants of the business game.

Let's dwell on them in more detail.

Creating a special game (communicative) field gives the right to conduct learning exciting for students and convenient for the teacher, because on its basis game technology fits well into the curriculum, without interfering with traditional learning (lectures, seminars, practical, laboratory, tests).

The playing field as a pedagogical phenomenon characterizes A.P. Panfilov in his works, who considers the playing field (communicative space) as a specially prepared and organized space equipped for the convenience of game interactive interaction, communicative work in teams, joint discussions and conferences [262].

Another important condition for creating a playing (communicative) field is to equip it with comfortable furniture, an audience that gives the right to transform the appearance.

Placement of game participants should be such that everyone can see the teacher, each other, the screen and other visual aids. In our work, the placement of participants in a circle or in the form of the Latin letter "U" (semicircle) proved to be the best. However, in any placement, it is very important that the teacher has the opportunity to move from table to table, and the teams do not interfere with each other in the process of group tasks.

Another important condition for the creation of a game (communicative) field is to provide an interactive nature of handouts, designed to include individual or group tasks that are performed during a business game. The participants of the game received handouts in advance, which saved working time.

In general, it should be noted that all the above points have a significant impact on the effectiveness of the business game and the satisfaction of its participants. Otherwise, as practice confirms, it is impossible to talk about the effective creation of a game (communicative) field.

The formation of positive game motivation is also closely related to the effectiveness of the formation of professional skills and functions of the specialist on the basis of business games. For the development of communicative, creative, cognitive activity of students, the teacher must look for ways to create a special, stimulating to creativity, a learning environment that liberates.

In other words, the educational process for students is assessed primarily in terms of the possibility of solving professional problems: constant changes in social and professional life require future managers of marketing communications such a level of professional, managerial and communicative competence that meets new requirements and allows adequate solve the tasks [263].

In addition, regardless of the discipline within which the business game is organized and conducted, there are universal indicators that contribute to the effective formation of positive game motivation of students. The business game compensates the participants of the game for gaps in communicative knowledge and skills, as it is often based on communicative material.

Experimental work has shown that the formation of positive game motivation can be based on such a reason for the attractiveness of the business game, as solving problems related to professional activities, careers, human relationships and personal difficulties. In the business game, which is carried out in the process of training a specialist, these solutions are usually associated with the victory of some and the defeat of others.

At the same time, the advantage of business games is that they awaken in students the full range of different feelings and sensations related to competition, power (leadership), self-confidence, relationships with people and solving professional and personal problems. And since the emotional or sensory component of games gives students the right not only to participate in the game process, but also to experience everything that happens during a business game, it is the best (most effective) factor in forming positive game motivation of students [264].

Speaking of the formation of positive game motivation, we can not leave aside such an issue as the ratio of interest motivation. The latter have always been the basis of everyone's needs. They largely determine the motivation.

As practice has shown, a significant number of students note the unusual situation of collective search for solutions, which causes them a state of confusion. Therefore, the teacher should help the participants to adapt and get used to their new learning situation.

Effective formation of positive game motivation of the student is possible only under the condition of partnership communication, free exchange of thoughts, ideas, in the atmosphere of lively discussion, creative discussion, which, in turn, requires high communicative competence of the teacher.

The next pedagogical means of improving the effectiveness of the formation of professional skills and functions of the specialist on the basis of business games was the establishment of a feedback system between the participants of the business game.

This tool, in our opinion, is no less, and in some cases, more important than others. This is due to the fact that, as research and experimental work has shown, preparation for the business game, its programming and implementation are less difficult for most teachers than completing the lesson and summarizing it by establishing feedback with students on the principle of "here and there now". However, this stage, as practice has shown, is often beyond the attention of teachers.

At the same time, practice has shown that a teacher who is able to record feedback signals, especially nonverbal, can not only control the game situation, correctly assess the causes, but also timely adjust the language, change interaction strategies, choose another model of information. , another scenario of the conversation and, therefore, avoid negative evaluation, inadequate reaction, etc.

In the context of the study, we considered the feedback between the participants of the game interaction as a fixation of external (verbal and nonverbal) manifestations by students in response to information presented or discussed, determining their causes and adjusting the business game.

Feedback is especially important during the business game, as several people are involved in the interaction at the same time. In fact, it is a matter of interactive feedback, when a group of students makes or makes a collective decision.

Feedback in non-group communication can contain positive and negative information for the recipient: approval and condemnation, control and advice. The communicator in real communication is always under the pressure of socio-cultural factors (norms, etiquette, traditions, customs). The latter restrains the frank expression of opinions. Evaluative judgments, both positive and negative, have a significant impact on the student. The communicator is able to hypothetically predict the reaction to the information expressed by him. Trying to avoid conflict situations, discomfort, fear of being misunderstood, the desire not to offend a person forces communicators to restrain their opinion, true attitude, to speak neutrally. However, this is not always possible to achieve [265. p. 502-503].

Intentional feedback can be involuntary or arbitrary. Spontaneous feedback is considered to be a spontaneous reaction that is not consciously addressed to the recipient. It is quite reliable and informative. Feedback can be verbal or non-verbal, expressed in words, gestures, facial expressions, intonation, etc.

An important condition for the effectiveness of feedback is its timeliness, due to the principle of "here and now". Feedback should relate to those manifestations of the personality that it can change. Negative information about physical characteristics, for example, can cause frustration and stress.

In the use of active learning methods, in particular business games, it is important to arouse the interest of students. Learning should create a need for knowledge and a positive perception of the lesson. The success of cognition will usually bring joy to the student. Enthusiasm for the business game mobilizes the intellectual strength of future managers of marketing communications, and the presence of curiosity, jokes, humor facilitate the implementation of tasks. Undoubtedly, the preparation of business games requires a lot of teacher time, there is some difficulty in conducting them, but the practical orientation significantly increases their effectiveness compared to conventional traditional teaching methods.

Pedagogical readiness for innovative activity is provided by: personal and professional improvement of the teacher, work with his inner "I", faith in the unique individuality of the student, the desire to help him in development [266].

The art of a teacher-innovator is that in the process of constantly searching for new methods of work, improving their pedagogical skills, their own professionalism, to find the optimal combination of the most effective methods and tools to achieve the educational goal. One cannot but agree that "the main thing is the creative search for new methods, adaptation of special pedagogical methods from other areas of education (for example, natural sciences, language training, approbation of changes to the methods used. After all, methods are not an end in themselves the result is the formation of a highly qualified practitioner, a conscious builder of the rule of law [267].

In the real practice of conducting business games, the meaning of the information received by students was often distorted due to the peculiarities and different levels of

intellectual development of participants, inconsistent values, goals, attitudes and life experiences of game participants and so on.

As shown by experimental work, the analysis of the results gives the teacher the right, on the one hand, to assess the level of achievement of the desired (planned) result, and on the other - to identify shortcomings and omissions of the business game and start corrective action.

Feedback technology, such as reflection, has proven to be the best in research and development. It allows awareness of how the participants of the game interaction perceive and accept each other, the implementation of mutual reflection of the inner world of the interaction partner, an attempt to explain him and his motives for behavior. To this end, after the game we organized public discussions about the completed joint activities, analysis of its effectiveness or ineffectiveness; liability for violations of labor legislation; knowledge of the requirements for the preparation and execution of official documents on personnel). There were also changes in skills (ability to develop and design various types of organizational and administrative documents, the ability to document the processes of personnel movement, etc.). And, of course, the practically oriented nature of the business game has significantly influenced the student's sense of self-confidence. The survey showed that free orientation, both in theoretical and practical aspects of this field helped to reduce students' fear of future real professional activities, increase the degree of independence in professional activities, increase responsibility for their actions as a specialist.

At the same time, to evaluate the effectiveness of the business game through feedback, the student must go through three steps:

Stage 1. Obtaining input information (theoretical information on the subject under study, comments, necessary skills).

Stage 2. Processing of the received information (analysis, processing, fixing and storage, joining of the new information to already available).

Stage 3. Presentation of initial information or learning outcome (demonstration of acquired knowledge through a public presentation, demonstration of skills).

In the first stage, feedback is needed to provide the teacher with information about the correct perception and understanding of knowledge by students. In the second stage, there is almost no feedback, because it is impossible to trace the assimilation of educational material within the intra-group work.

The predominant use of reflection as a means of feedback was also that, despite the definition of standards against which the effectiveness and appropriateness of joint action will be assessed, reflections and judgments cannot be judged as correct or incorrect. This allowed us to achieve a correct discussion of the results, to avoid rejection of this feedback technology due to the creation of an emotionally tense situation.

The dynamic nature of the interaction of participants in the business game determines the change in the conditions in which specific tasks of educational activities are solved. This calls for an objective need to select a technology that would ensure the self-organization of the student body, ie the ability to restructure the forms and methods of activity under changing conditions. The possibility of such a restructuring is provided by the analysis of reflection, ie the comparison of methods of activity and the replacement on this basis of some elements to others. Moreover, both comparisons and substitutions are based on a conscious discussion of changes in the participants of the game interaction.

In summary, i would like to emphasize that the establishment of feedback (including through reflection) to identify the educational effectiveness of the use of business games allows participants to understand new opportunities to apply the acquired knowledge, skills, abilities in further professional activities, are absent at the

last game lesson), and also gives the chance to create on the basis of reflection the generalized image of the future manager of marketing communications which is successfully realized in professional activity.

There is a certain set of knowledge, skills and abilities, without which it is impossible to successfully implement technologies of game modeling, in particular, business games. Signs of incompetence in this area of teachers, as practical experience shows, are underdeveloped skills and abilities on such indicators.

Game technical incompetence is mainly due to lack of professional knowledge of game modeling, lack of understanding of their purpose, specifics and principles of development and implementation.

Communicative incompetence of the teacher - insufficient verbal skills, ignorance of the meaning and content of nonverbal signals of communication and their improper use in the teaching process, poor mastery of the technique of asking questions and answers.

Interactive incompetence of the teacher - inability to organize teamwork; lack of strategies for interaction with students; inability to manage interpersonal and business conflicts that arise in the classroom; weak discussion leadership skills.

Perceptual incompetence of the teacher - poor knowledge of communicative types of students, inability to use sensory channels in the learning process; low level of emotional culture and weak psychological security in stressful situations.

In our opinion, specific game technical training should include: knowledge and skills in all types of game technology technologies; ability to develop and prepare a game program; ability to set educational, game and development goals and achieve their achievements; knowledge and ability to provide feedback, reflect, after a game discussion; ability to perform various roles; mastery of creative technologies and the ability to create a creative atmosphere within the playing field; mastering the technique

of stress relief and providing psychological support to students; knowledge of mental hygiene techniques and the ability to quickly restore their physical and mental strength; mastering the technique of heuristic optimism, ie the development of self-confidence, the formation of a focus on success, programming for this purpose your subconscious, etc.

In addition, as research and experimental work has shown, competence is significantly influenced by the professional mentality of the teacher, which we consider as a mental state that combines social and professional identity of the individual, as well as his way of thinking. As practice has shown, the professional mentality is manifested primarily in the choice of leadership style used by a particular teacher. The authoritarian style of leadership has a negative effect on the effectiveness of business games, as it reduces the activity and motivation of students, is based on the manifestation of the teacher's superiority over the student, manifested in almost monologue speech of the teacher during the business game [268].

The competence of teachers in the field of game modeling is manifested in what functions are successfully or not successfully performed by the teacher during the organization and conduct of business games. Previously, we limited ourselves to listing them, now we will dwell on them in detail.

Summarizing the above, it should be noted that a set of optimal indicators of teacher competence, which effectively forms the professional skills and functions of the future specialist on the basis of business games: the ability to listen to others; ability to clearly and distinctly formulate their thoughts, views, position; analytical thinking, which facilitates the implementation of objective examination and identification of the cause of deviations, deadlocks or conflicts; stress resistance and emotional culture; tolerance and loyalty to the audience; knowledge of various technologies and techniques of interaction and the ability to use them flexibly; high level of discussion culture; ability to

learn and gain experience; possession of the qualities of a creative improviser who seeks to be mobile restructured in space, regulations, means of interaction, forms of interactive contact; charismatic personality, as a result of which intelligence, charm, sense of humor and energy potential not only attract students, but also charge them with optimism, self-confidence, desire to develop and improve.

Thus, pedagogical activity on the formation of professional skills and functions of a specialist on the basis of business games is associated with a significant number of difficulties that can only be overcome by a qualified teacher, game technician with communicative, interactive and perceptual competence. To successfully start and end a business game, it is not enough just to know the topic and content of the subject, it is necessary to inspire confidence in the audience and encourage students to follow the teacher. By creating equal opportunities, establishing partnerships, relying on the rational and emotional aspects of joint activities, giving participants in the business game full independence and respect for their activities and decisions, the teacher can achieve high educational performance. This, in turn, will allow to consider pedagogical activity successful, such that meets the requirements to it in the conditions of modern pedagogical practice.

5.3 Application of business games as a method of interactive learning of students in real industrial communication

Methods of modern business games allow to rationally combine the professional interest of students with new teaching methods, the spirit of rivalry and collectivism. Creating a business game is associated with the development of methodological support for the game and is a complex scientific and technical task. The work of teachers in the preparation and management of the business game allows: development

of its methodological support; selection of enterprises and other research objects; adaptation of the content of the business game to a specific contingent of participants, the conditions of its preparation and conduct; preparation of instructional classes; development of a system for assessing student performance; providing advisory assistance and control of the business game.

In the initial stages of learning and studying specific disciplines, the business game takes place in one day. With the complication of business games, depending on the degree of integration of disciplines, the games are held in 3-4 stages: instructional lesson; individual work; lesson of control of readiness for the final lesson of the business game; final lesson of business game and summing up.

The most important stage is the independent work of students on tasks, the content of which involves working with literary sources, normative materials; collection of practical material in organizations and its processing, carrying out the necessary calculations, documentation, etc. This work is conducted by students in extracurricular activities for 2-5 days, depending on the scope of tasks [269].

The purpose and degree of complexity of the business game is determined by what stage of the educational process they complete. Regardless of this, business games can perform the following tasks: thematic control of knowledge, skills and abilities; intermediate control of knowledge and their systematization based on the results of, for example, a semester (or a specific examination session by correspondence); generalization of knowledge and skills and their control after the end of the course of several disciplines before entering the internship; control of readiness for the final certification after the end of the general course of education.

Business play, together with other teaching methods, serves to accumulate managerial experience close to the real one, and essentially replaces laboratory experience, and with the help of business games it can be done a little better than with

other methods of cognition. The game, first, quite realistically mimics the existing reality; secondly, it creates dynamic organizational models; third, it encourages more intense goals. Business games for learning management skills are aimed at gaining more experience in decision-making in training laboratories.

Elements of risk introduced into business games allow to make decisions in conditions of insufficient information and production tension, which entitles the student, the future manager of marketing communications, to make management decisions (often risky) in simulated production situations and accumulate management skills without loss for actual production in the future. This experience will allow the future manager of marketing communications in a real situation, if necessary, to make effective decisions with minimal losses. Another purpose of business games is research. If the game is based on the simulation of production situations, then their adequacy to real conditions, the method becomes a convenient scientific tool. First of all, with the help of game simulations it is possible to carry out search experiments, ie to investigate production interrelations by varying the corresponding variables of the simulation model in the researched field. Experimenting with production processes is also possible on other simulation models (for example, in the process of static modeling on a personal computer), but only in business games, the research elements can be people - production workers. The participation of people in simulation systems gives the right to do not only production experiments, but also socio-economic and organizational-psychological.

Many processes in production management are qualitative in nature and therefore are not reflected in statistics. Business games can fill this gap to some extent. Areas of research may include, for example, the relationship of managers and executors, groups and production units regarding the incentives, interests and goals in the management system. With the help of game simulations, systems of economic and material

incentives are being worked out at enterprises. The future specialist (manager, economist, engineer, etc.) can observe the psychological behavior of decision-makers, depending on whether the process is collective or individual. Here, in the laboratory, you can determine the leadership style and its impact on the end results. Education of business qualities on the basis of game imitations is an important aspect of the use of games in the training of future professionals. Situations played out in a business game develop the ability of leaders, or speakers in the role of students, to quickly comprehend and respond to them, making the right, effective decisions. It is these qualities that are now one of the first places in the set of requirements for training and education of managers.

The development of a system of incentives that help to activate the participants of the game should be based primarily on motives caused by positive emotions and to a lesser extent on negative ones, as the latter inhibit the mental activity of the student. The most complex and important constructive element of the business game is a system of incentives based on real conditions in different production organizations.

The implementation of simulation models requires the development of appropriate algorithms, programs and various instructions. The creation of a business game ends with organizational provisions for the game, which include rules that can be either the same for all participants, or differentiated. The rules include a number of requirements and conditions that must be met by the participants of the game. This includes, for example, the possibility of communication between the participants of the game, the time regulated for the solution of the problem at each stage, etc. If necessary, the rules provide for exceptions. The organization of a business game involves a description of the laboratory, technical means, personal computers and equipment of the workplaces of its participants.

In the process of defining goals for a business game developer, it is important to answer a few basic questions:

1. What is this business game for?
2. For which category of students?
3. Why should they be taught?
4. What results should be achieved?

Examples of educational goals: to show how to involve a whole set of tools (advertising, press, television, business communication of specialists in various fields, etc.); to check the level of training of managers of marketing communications in a certain type of production activity, etc. When setting goals, it is necessary to distinguish between the educational goals of the business game (they are set by the game manager) and the goals of the actions of its participants, which are set by them, based on the role roles.

Among the pedagogical goals of the business game can be distinguished both didactic and educational, namely: consolidation of knowledge in the field of game design; development of system skills in designing and methodical description of the game; exchange of experience in creating business games; improving skills in collective decision-making; development of communicative skills of various kinds; generation of creative thinking; developing an installation for the practical use of the game; education of individual style of behavior in the process of interaction with people; overcoming the psychological barrier to the forms and methods of active learning [270].

Methods of active learning by scientists and practitioners are understood as such ways of organizing the pedagogical process in the HEI, which maximize the activities of both students and teachers, stimulate them to identify activity and independence, the needs of self-realization and self-development [17; 18; 19 and others]. They are divided

into simulation and non-simulation teaching methods. Simulation teaching methods include game methods: business, didactic games, game situations, procedures and techniques, internships with job roles, simulation training, game design, role-playing, student theater, psychodrama; non-game methods - on-the-job training, real design, research work. Teaching methods such as analysis of a specific professional situation (individual and group), solving production problems can be implemented in game and non-game forms. Non-imitation teaching methods include problem-solving lectures, discussions, programmed training, field trips, graduation work on a real basis, internships without a job role.

Passive teaching methods are those that do not provide sufficient feedback, for example, dogmatic, some verbal methods. However, there are no purely passive methods, because under appropriate conditions they become active. "None of the methods can be considered completely passive. It is legitimate to talk about the degree of potential activity of students (students) in the application of a method, the level and content of their activity "[274, p. 80].

Usually, the structure of a business game contains the following elements: the content of the game situation; basic disciplines; educational goals; qualification requirements for the specialist; the composition of the participants of the business game and their functions; the content of each stage of the business game; recommended sources of information to prepare for the business game; list of basic enterprises and other objects for collecting information; tasks for "officials, specialists" within their functions; list of questions for knowledge control; system and criteria for assessing students' knowledge based on the results of the business game.

Consider the structure of the game situation. It consists of the following components:

The simulation model reflects a selected fragment of reality, which can be called a prototype model or object of simulation, specifying the subject of professional activity of a specialist in the learning process.

The game model is a way to describe the work of participants on a simulation model that sets the social context of professional activities of professionals.

The subject of the game is the subject of activity of the participants of the game, in a specific form of real professional activity, which replaces the subject.

The script is a basic element of the game, it reflects the principles of problem-solving, two-dimensionality, joint activities. The game script is a description in verbal or graphic form of the content, expressed in the nature and sequence of actions of the participants of the game, as well as those people who lead the game. The script displays the overall sequence of the game, divided into main stages, operations and steps, and presented in the form of a flowchart.

The roles and functions of the participants in the game should adequately reflect the "job picture" of the fragment of professional activity that is modeled in the business game.

The rules of the game reflect the characteristics of real processes and phenomena that take place in the simulated reality. At the same time, the rules of the game should reflect that the models and the game are a simplification of reality.

The evaluation system should ensure quality control of decisions made from the standpoint of norms and requirements of professional activity, to promote the development of the game curriculum. The evaluation system performs the functions not only of control, but also of self-control of professional activity, provides the formation of game, cognitive and professional motivation of game participants.

The peculiarity of the business game is its ability, as indicated above, the formation of goals by students themselves. Thus, the business game has a rather complex target system.

Psychological and pedagogical principles of constructing a business game are defined by A.A. Verbytsky and include: the principle of simulation modeling of specific conditions and dynamics of production; the principle of game modeling of the content and forms of professional activity; principle of joint activity; the principle of dialogic communication; the principle of biplanarity; the principle of problematic content of the simulation model and the process of its deployment in the game [275, p. 129].

One of the most difficult steps in designing a business game is choosing and describing an imitation object. This object selects the most typical fragment of the professional reality of performance, which requires systematic application by future professionals, a variety of skills and abilities "acquired" by students during their studies, in the previous game, but this application is difficult; in solving professional tasks involved a range of professionals with different interests and their subjects of activity. Thus, not every content of professional activity is suitable for game modeling, but only one that is quite complex and, according to A.A. Verbitsky, contains "problems and can not be mastered individually" [275, p. 144].

The basic element of the business game is the script. The business game scenario is the main document for its implementation. The group of experts created for its development analyzes: each stage, fragment (preferably no more than three), the maintenance, episodes, accurately defines the educational purpose, the instruction to each participant of game is prepared and experts, the full set of roles, time of the game, place of the game is determined, introductory material or lecture is recommended, the procedure for using technical means is discussed, etc.

Usually, the script displays the overall sequence of the business game, broken down into main stages, operations and steps.

Most researchers and developers of business games note the following number of difficulties in the use and design of business games: the lack of a common (or at least shared by most researchers and practitioners) concept of the business game; uncritical borrowing of business game technologies in the process of transferring them to various disciplinary practices; methodological difficulties in assessing the effectiveness of different types of business games; difficulties in reproducing and replicating business games due to the lack of their complete descriptions; anticipation of empirical developments of business games and their theoretical descriptions.

The subject of the game is the subject of activity of the participants of the game, which in a specific form replaces the subject of real professional activity. It is a list of processes or phenomena that are reproduced (simulated in a business game and that require professionally competent actions).

The scenario of the game is a description in verbal or graphic form of the substantive content expressed in the nature and sequence of actions of the participants of the game, as well as teachers who conduct business games.

The script should reflect the main stages, operations and steps of the business game. The scenario should include a description of the content of the contradiction or conflict, which is the implementation of the problem principle. The real contradiction is realized in the description of the simulation model, for example, the contradiction of choice that arises due to the variety of alternatives, due to new practical conditions of using existing knowledge, due to the theoretical possibility of solving the problem and practical impossibility. Game conflict is a contradiction caused by the difference of positions of the participants of the game about the same content, fact, problem, difference of interests of participants, personal tastes and preferences, individual styles

(authoritarian, democratic, conformist), individual personality traits, sanguine, melancholic etc.).

Game conflict should not turn into a conflict between the participants of the game, a quarrel, a dispute, affective reactions. As noted above, in the conditions of a business game in a virtual group, the probability of turning a game conflict into a personal conflict is significantly reduced.

The next element of the script is the way events are generated, which determines the degree to which the game is set. There are three ways - deterministic, spontaneous and mixed.

Conducting business games is preceded by the development of uniform requirements for individual stages: the target setting of the game; scenario of all stages of the business game; structure of specific situations that reflect the simulated process or phenomenon; evaluation criteria obtained during the game results; recommendations for further improvement of professional skills. In order to determine the main stages of conducting and preparing a business game, such a line of its development is developed that ensures the rapid entry of students into the role and liberation from the conventions of the traditional educational process. Naturally, in the online version, entering the role will be faster, because this form of training is unconventional.

After the business game, it is appropriate to discuss the course of the game together with the participants and listen to their opinions, suggestions and wishes on the method of the game, as well as the relationship between management and game participants.

The requirements for the rules of the game are reduced to the following provisions: the rules contain restrictions on the technology of the game, the rules of game procedures or their elements, the roles and functions of teachers-leaders, the evaluation system; the rules should not be too many, no more than 5-10, they should be presented

to the audience on posters or by technical means; the nature of the rules should ensure the reproduction of real and business contexts of the game; the rules should be related to the incentive system and instructions to the participants of the game. The main rules of the game include compliance with regulations, the use of media, the use of active forms of information, issues of discussion.

In the process of conducting games, the psychological readiness of the participants, the emotional background on which the action takes place are important. It is necessary to work out the most important rules in advance: we are not afraid and try to act one way or another; we do not laugh at the failure of others; together we are looking for a better way out of a difficult situation.

Depending on the content, the business game can last from 1 to 2-3 academic hours, it can be small fragments or a full-fledged business game. Given the significant, emotional load on the participants of the game, it is worth ending the school day with business games. Business game can be used as a form of credit. In this case, the teacher determines what problems are made in its content, by what criteria will be assessed: the level of knowledge. The content, course of the game and participation in it are discussed in the student audience in advance. You can choose a group of experts (3-4 people), which, closely monitoring the progress of the game, decides on the receipt of credit by each of its participants. The teacher seems to abdicate responsibility for accepting or not accepting the test, but in fact he creates for students the conditions in which the manifestation of responsibility for knowledge is required, as their own, and other students, argumentation of decisions, the ability to critically evaluate what is happening, to express comments, to see the positive principles in the actions and deeds of others [276. p. 60-61].

The undoubted advantage of business games is that they combine theory and practice, contributing to the formation of both professional knowledge and practical

skills. Games increase interest in the subject being studied because they are accompanied by positive emotions.

Conclusions

Used business games that allow the organization of communicative activities of students, in the process of which they reproduce typical situations of future professional communication, are the most effective methods of forming readiness for competent business communications in the training of future marketing communications managers.

A positive assessment of this form of education is based on the fact that students consider it effective. According to them, this way of learning is quite natural, and will soon be used in all areas of professional activity.