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## ПРИМЕНЕНИЕ ДЕЛОВОЙ ИГРЫ КАК СРЕДСТВА ПОВЫШЕНИЯ КАЧЕСТВА ОБУЧЕНИЯ ЭКОНОМИЧЕСКИМ ДИСЦИПЛИНАМ

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**Аннотация.** Императивом для современной системы среднего профессионального образования является ее практико-ориентированный характер. Выпускник техникума или колледжа, чтобы стать успешным в профессии, должен уметь применять полученные знания на практике. В современных условиях модернизации сферы образования объективно назрела необходимость применения новых подходов и методов в обучении, в том числе деловых игр. И, хотя данная методика не является новацией, в современных условиях учебные деловые игры позволяют прожить события профессиональной деятельности в действительности, на личных ошибках находить верные решения проблем, обогащая личный опыт. Особенно это актуально в преподавании экономических и управленческих дисциплин, так как именно профессии менеджеров и экономистов требуют умений нестандартно мыслить, принимать решения и нести ответственность за эти решения. Основной целью внедрения деловых игр в учебные занятия является развитие у обучающихся СПО способности правильно ориентироваться в происходящих событиях будущей профессиональной деятельности. Высокий уровень запоминания происходящих во время игры событий обеспечивает ее эффективность. А поскольку игра – это, прежде всего, – опыт группового взаимодействия, то она, безусловно, активизирует участников, их мыслительную и познавательную деятельность, развивает навыки самостоятельного исследования и оценки информации, мотивирует участников на принятие оптимальных решений в профессиональной деятельности, в том числе в условиях неопределенности, способствует моделированию проблемной ситуации, выявлению причинно-следственной связи между событиями и явлениями, уменьшает количество совершаемых ошибок на практике в профессиональной деятельности. В статье представлен практический опыт и результаты разработки и внедрения деловой игры, как средства повышения качества обучения экономическим дисциплинам в КГБПОУ «Красноярский колледж радиоэлектроники и информационных технологий».

**Ключевые слова:** среднее профессиональное образование, обучение, экономические дисциплины, деловая игра, качество обучения, практико-ориентированный подход, компетентностный подход, студент-центрированное обучение, колледж, студенты, эффективность.

## THE USE OF THE BUSINESS GAME AS A MEANS OF IMPROVING THE QUALITY IN ECONOMIC DISCIPLINES TEACHING

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**Abstract.** The imperative for the modern system of secondary professional education is its practice-oriented nature. A graduate of a technical school or college must apply the knowledge gained in practice to become successful in the profession. In modern conditions of modernization of the education sector, there is an objective need to apply new approaches and methods in teaching, including business games. And, although this method is not an innovation, in modern conditions, educational business games allow to live the events of professional activity in reality, find the right solutions to problems based on personal mistakes, enriching your personal experience. This is especially true in the teaching of economic and managerial disciplines, since it is the professions of managers and economists that require the ability to think in a non-standard, way make decisions and be responsible for these decisions. The main goal of introducing business games in training sessions is to develop the ability of students to correctly navigate the events of their future professional activities. A high level of memorization of events occurring during the game ensures its effectiveness. And since the game is, first of all, an experience of group interaction, it certainly activates participants, their mental and cognitive activity, develops skills of independent research and evaluation of information, motivates participants to make optimal decisions in their professional activities, including in conditions of uncertainty, contributes to modeling a problem situation, identifying the cause-and-effect relationship between events and phenomena, reduces the number of mistakes made in practice in professional activities. The article

presents practical experience and results of the development and implementation of the business game as a means of improving the quality of teaching economic disciplines in the Krasnoyarsk College of radio electronics and information technology.

**Keywords:** secondary vocational education, training, economic disciplines, business game, quality of training, practice-oriented approach, competence-based approach, student-centered learning, college, students, efficiency.

## INTRODUCTION

Changes in the current socio-economic development of Russia inevitably provoke changes in the professional education development. Modern trends in the processes of reorganization and rapid economic reform form increased requirements for the quality and competitiveness of specialists in the labor market. The demand for labor resources is regrouped in the direction of professionals with knowledge not only of theory, but also of practice. Having these circumstances in mind, it is absolutely important to make adjustments to the teaching of economic disciplines and improve the education quality. The priority direction of modern professional education modernization is the introduction of a competence-based, practical-oriented and student centered approaches [1] to educational activities. The investigated topic seems relevant enough as currently Federal state educational standards involve the introduction of methods and technologies that implement this approach of learning in the educational process. The use of such technology as business game in the educational process will help to improve the quality of training and form students' communicative and professional competencies necessary for a competitive specialist. This problem is researched in recent studies of many practicing teachers. For example, Ponomareva A.B. analyzes educational business games and their features and differences from other types of games [2], while Vozmilkina E.N. refers this type of educational activities to interactive form of teaching students in a modern higher school [3]. The above-mentioned competence approach is impossible without applying business games in the educational process according to Timashuk S.S., Tereshhenko S.G. [4], Bolkunen T.A. [5], Verbitskiy A.A. [6], Vikentiev O.L., Deryabin A.I., Shestakova L.V. [7], Mokrinskaya N.A. [8] for different training directions such as jurisprudence Latypova K.S. [9]. What is more important for the authors of the article, the business game method is extremely relevant, successful and effective in teaching economic disciplines. This fact is proved by quite a large number of practical works on this method application: Ivanchenko O.P. [10], Fedorov V.A. [11], Gelyastanova E.Kh., Orisheva N.A. [12], Dubina I. N. [13], Gordeev A.E. [14]. Also modern teachers attract various ICT to conducting business games: Nesterova N.S., Korovin O.O., Kuzmenko M.O. [15], Spirina V.S., Alekseev A.O. [16], Shestakov A.P., Galkina L.S. [17] Abramova O.M. [18] which seems a topical approach in the conditions of distant learning and self-isolation because of COVID-19 in 2020.

## METHODOLOGY

The purpose of the article is to develop and implement a business game as a means of improving the quality of teaching economic disciplines. To achieve this goal, it is necessary to solve a number of tasks: to study the theoretical foundations and possibilities of the business game in the educational process; to develop and implement a business game in the discipline "Taxes and taxation". The object of research is the Regional state budgetary professional educational institution "Krasnoyarsk college of radio electronics and information technologies". The subject of the research is the use of business games as a means of improving the quality of teaching economic disciplines. The following hypothesis was set: the use of business games in the educational process contributes to improving the quality of teaching economic disciplines for secondary professional education. Research methods were as follows: theoretical analysis of scientific literature, generalization of material, comparison, survey methods, testing. This paper presents the experience of using business games in the course of teaching the discipline "Taxes and taxation" in a secondary professional education institution, the development and implementation of training

sessions using business game technology.

## RESULTS

At present, the teaching method is going through the transformation period with changing the goals of education, the development of a new-generation Federal state educational standard based on a competence-based approach. All these circumstances require new methods of teaching, search for innovative tools, forms and methods of teaching associated with the development and implementation of modern pedagogical technologies in the educational process. The introduction of modern pedagogical technologies in the educational process will allow the teacher to: work out the depth and strength of knowledge, consolidate skills in various fields of activity; develop technological thinking, the ability to independently plan their educational, self-educational activities; cultivate habits of strict adherence to the requirements of technological discipline in the organization of training sessions. Game technologies are connected with the game form of interaction between the teacher and students through the implementation of a certain plot (games, fairy tales, performances, business communication). In this case, educational tasks are included in the content of the game. In the educational process, they use: "entertaining, theatrical, business, role-playing, and computer games" [19]. Vygotsky L.S., Leontiev A.N., Elkonin D.B. and others worked on the development of the game theory, its methodological foundations, and its social nature and significance for the development of the student in Russian pedagogy. The implementation of game techniques and situations when the time limit of the classes occurs in the following areas according to Trainev V.A.; "Didactic purpose is set before the students in the form of game problems; training activities is subject to the rules of the game; the educational material is used as its tools in learning activities introduces an element of competition, which translates didactic task in the game; the successful implementation of didactic tasks associated with the game outcome" [20].

Business game as a pedagogical technology is widely used as the innovative way of economic development requires restructuring not only the process of industrial production, but also the sphere of production of services and technologies, including the educational process. Federal state educational standards imply the purposeful introduction of methods and technologies that implement a competence-based approach to the educational process. The introduction of interactive forms of learning is one of the mandatory requirements in the implementation of the competence approach.

In the scientific literature, the concept of "business game" is revealed in many ways. According to Platov V. Ya: "Business game is a method of teaching professional activity, involving the solution of educational and production tasks in a game form, when students take on roles and in accordance with the established rules in a given game situation perform professional functions, imitating professional activities and entering into collective relationships" [21]. The definition of Verbitskiy A. A. sounds like: "Business game is a form of recreating the subject and social content of the future professional activity of a specialist, modeling those systems of relations that are characteristic of this activity as a whole" [22]. According to some experts, the method of business games in relation to production and economic activities was first applied in our country. In this sense, the first games were not focused on educational goals, but were created as a means of preparing real management decisions. Currently, there is a wide variety of typologies and classifications of business games in the literature. Depending on what type of human practice is recreated in the game and what the goals of the participants are, there are educational, research, management, and certification business games. In addition

to the specified typology, which is based on the criteria of the type of practice and goals, researchers also identify such criteria as: time, result, methodology, etc. The business game can be called one of the most complex methods of training, because it can include a number of methods, such as brainstorming, analyzing specific situations, discussion, actions on instructions, and so on. If one should reveal the benefits and advantages of the business game compared to traditional methods, the following ideas should be noted: the practical nature of the business game; combination of a wide range of issues; interaction and a greater extent of involvement of students in the gaming process; positive atmosphere; student's personality is revealed; overcoming of stereotypes and formation of self-esteem; formation of cognitive, professional motives and interests, etc. The review of domestic and foreign literature allowed to comprehensively consider the business game as a psychological and pedagogical technology. As a result of the literary analysis, the following conclusions were made: business game is a powerful factor in organizing active cognitive activity, serves as an impetus for making informed independent decisions and reveals the creative potential of the individual; the experience gained in the business game may be more productive than the experience gained in professional activities. This is due to the fact that the business game helps to visualize the consequences of decisions made, check the possibility of alternative solutions, and also stimulates the process of taking responsibility.

Based on this, we can assume that this method will serve as the best way to improve the quality of training of future graduates as there are broad opportunities for business games in teaching economic disciplines. The analysis of educational and program documentation and various training technologies used today in professional education has shown that with the predominance of traditional training technology, colleges tend to introduce modern pedagogical technologies. For teaching economic subjects, the usual forms of teaching are used, such as lectures, seminars, practical and laboratory work. Modern methods that increase the interactivity of the pedagogical process are not used enough. In this regard, the business game can act not only as a means of activating the student, but also as a means of improving the quality of teaching economic disciplines in general. The peculiarity of economic specialties and training areas is their high popularity among students for a long time. But the reverse side of the coin of this popularity is the difficulties in professional self-determination of such students. To resolve these contradictions for future economists, it is possible to use business games in the teaching of economic disciplines since the game prepares for professional communication, as well as simulates professional activities, which allows you to get the necessary experience. One more feature is the multidirectional nature of professional economic activities. In this case, the business game helps students to unlock their potential. This would help to focus the attention and efforts of students in relation to a specific direction. Moreover, the peculiarity of economic disciplines is their interdisciplinarity, the pronounced applied nature of training, the close connection of Economics with all spheres of public life, the use of modeling, independent decision-making, etc. All this is within the sphere of influence of gaming technologies. The business game is a collective method of learning. This means that all decisions are developed collectively, a collective opinion is formed, both when defending the decisions of their own group and when criticizing other people's decisions, which contributes to better interaction between students and conducting a reflexive analysis of the group's actions. Thus, based on the work done, it can be concluded that in modern conditions of the educational process in terms of teaching economic disciplines, the business game should be considered among the effective technologies that contribute to improving the quality of training of future economists.

The business game "Tax inspection" was carried out on the basis of Regional state budgetary professional educational

institution "Krasnoyarsk college of radio electronics and information technologies" with students in the specialty 38.02.07 "Banking" in the number of 35 people. Within the framework of this educational institution, in accordance with the requirements of the Federal state educational standard, there is a purposeful introduction of methods and technologies that implement a competence-based approach to the educational process. This approach means focusing on the result of education, its quality, i.e. it considers not only the amount of information learned, but also the ability of a person to act in various problematic situations. The set of these situations depends on the type (specifics) of the educational institution. The research was carried out in three stages. The first stage is ascertaining. Out of the total number of students who took part in the study, the control and experimental groups of students of the 2<sup>nd</sup> year in the specialty 38.02.07 "Banking", the number of which is 17 and 18 people, respectively. During the first stage the following tasks were solved: identification of the opinions of teachers regarding the organization of economic training using an interactive method such as business game; assessment of the initial level of knowledge of students. In the course of the program summative part of the study conducted an anonymous survey of teachers of economic disciplines of the college for use in the practice of teaching professional component of the method of the business game. A total of 12 teachers were interviewed. Teachers participating in the study were offered a specially designed questionnaire consisting of 5 questions with multiple-choice answers to them. The analysis of the responses of college teachers to the questionnaire allows to conclude that 83.3 % – 10 people out of 12 respondents confirm the influence of the business game method on the level of professional training of students. The results of the survey on the advantages of the business game method in training were distributed as follows: 50% (6 people) of teachers attributed the advantages of this method of training to the ability of students to show independence, as well as self-analysis (reflection) of their knowledge and experience; 58.3 % (7 people) consider polylogization, dialogization of communication as an advantage, as well as the organization of independent cognitive activity of students; 83.3 % (10 people) of college teachers noted that using this method of training, classes become exciting, interesting and contribute to the organization of intensive mental activity; 91.6 % (11 people) of respondents considered the advantage of the business game to promote productive interaction with others. It should be noted that all the teachers surveyed at this college consider this method of teaching effective, and only 8.3% (1 teacher) found this question difficult. Analysis of the results of the College teachers' survey provides an opportunity to conclude that the method of business games is used only in certain disciplines, on certain topics – 58.3% (7 people).

A study of the opinion of college teachers on the attitude of students to the use of the business game method in the classroom showed that 33.3% (4 people) of teachers note a positive reaction of students to classes held in the form of a business game, and 50% of the surveyed teachers believe it is necessary to more actively implement this method in the educational process.

After analyzing the answers of teachers to the questions of the proposed questionnaire, we can conclude that a limited number of teachers of professional component disciplines use business games in their classes – 33.3 % (4 people) of the 12 respondents. The reasons for the incomplete use of business game opportunities are explained by the difficulties that arise for teachers in connection with the use of this method: the complexity of preparing for classes, insufficient number of methodological materials, insufficient knowledge of the PC.

The assessment of the initial level of knowledge in the discipline "Taxes and taxation" included 15 closed-form questions. The result of measuring the initial level of knowledge is shown in table.

Table – The results of measuring the initial level of knowledge in the discipline “Taxes and taxation”

Mark	Number of the test group	
	9BD-2-16 (control group)	9BD-1-16 (experimental group)
Excellent	3	2
Good	5	6
Satisfactory	8	9
Unsatisfactory	1	1

The study indicated that in both groups of the second year of the specialty 38.02.07 “Banking” there is almost the same level of knowledge of the course “Taxes and taxation”, which made it possible to conduct a qualitative pedagogical experiment. During it, 2 lectures were held in both groups: “Types of Federal taxes and fees, their essence, objects of taxation, payers, rates and terms of payment” and “Procedure for calculating the tax base and tax amount”. After conducting 2 lectures, it was decided to conduct a cross-section in order to determine the percentage of assimilation of new knowledge in both groups. The results of the questioning defining the knowledge level are shown in figure 1.

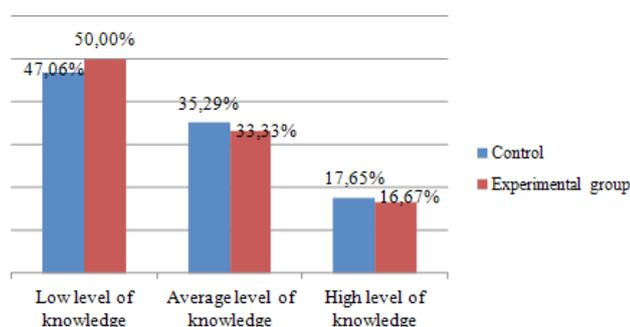


Figure 1 – Percentage of new knowledge acquisition

Based on the data obtained by questioning, there was a fairly low assimilation of knowledge in both the control and experimental groups. Only 17.65% in the control group and 16.67% in the experimental group had a high level of knowledge. The average level of knowledge is 35.29% in the control group and 33.33% in the experimental group. And 47.06% and 50% of the control group and experimental group had a low level of knowledge, respectively. After analyzing the data obtained, it was decided to develop and conduct a lesson using a business game in order to increase the percentage of knowledge acquisition, and that is, the quality of training. The process of activating students’ cognitive activity and improving the quality of training was implemented at the research stage, which consisted of conducting a training session using a business game in an experimental training group of the college. To implement the use of interactive teaching methods in the educational process a lesson on the discipline “Taxes and taxation” was developed in the form of a business game on the topic “Tax inspection”. The key feature of this method is the activation of cognitive activity of students by applying the knowledge, skills and abilities obtained in simulated situations of professional activity, their interaction with the teacher and with each other. The purpose was to generalize and systematize the knowledge, skills and abilities of students in the field of taxation, as well as to form the ability to apply the knowledge obtained in real conditions. The tasks were: generalization and consolidation of students’ knowledge on the passed topics of the course; identification of theoretical knowledge and practical skills, and skills of students in the form of a game; promotion of the logical thinking development of; activation of the students’ mental activity; formation of stable interests in the profession; education of professionally important qualities: creative activity, discipline, the need to constantly improve their professional knowledge and skills. The lesson includ-

ed the organizational moment where the teacher introduced to the game situation: a tax and collection commission was sent to the city N, which is the capital of a certain region, in order to check the correctness of calculation and regularity of tax collection as well as to conduct certification of tax employees throughout the region. The game consisted of 5 rounds of tasks. Each round was timed. After familiarization, the teacher divided students into 3 equal teams-tax inspections. At the same time, each team selected a team leader – the head of its tax inspection. Then group work was organized. Round 1: quiz “Tax system of the Russian Federation” aimed at updating knowledge was conducted. Each team was asked questions. One point was awarded for each correct answer. If the team found it difficult to give an answer, the right to answer passed to the opposing team. The right of priority to answer questions was decided by drawing lots. Round 2: “Tax and elements of taxation” aimed at testing the knowledge on the topic “Federal taxes” was held. In this round, teams were asked to relate their tax elements to each tax. One point was awarded for each correct answer. Round 3: “Tax calculation aimed at checking the ability to make tax calculations was conducted. Each team received a task for calculating personal income tax and solves its own problem. One point was awarded for each correct answer. Round 4: “Solving situational problems” (competition for team leaders) with the purpose of testing the ability to make responsible decisions was held. Each team leader was asked to solve one of the situational tasks himself. Two points were awarded for a correct answer. Round 5: “Effective tax” (creative task with presentation) aimed at applying the course knowledge in life situations was performed. In this round, teams were given the following task: to come up with a new effective tax to supplement the budget of their city and present it, based on the theoretical knowledge of the course and the application of this knowledge in practice. The right to be the first to submit the tax was decided by drawing lots. This task was evaluated according to the following criteria: matching the subject, creativity, efficiency, logic, competent protection. Scores were given on a ten-point scale, with 1 being the lowest score on the criteria, and 10 being the highest score. At the end of all stages of the game the results were summed up and the teams were awarded.

After summing up the results, there was a phase of reflection – each participant expressed the opinion about the game, a small analysis of the activities of the players and the teacher as a whole was carried out. The effectiveness of the business game in the educational process of the “Krasnoyarsk college of radio electronics and information technologies” was reflected in the implementation of the next stage of research work. This stage contained a self-developed test that determined the final level of knowledge of students in the discipline “Taxes and taxation” on the topic “Tax inspection” after using the interactive learning method – business game in the educational process. After analyzing the results of the final testing of the experimental group in which the lesson was conducted in the business game mode, we can draw the following conclusions about the effectiveness of the business game training method to increase the quality of learning. The results of a comparative analysis of students’ testing are shown in figure 2.

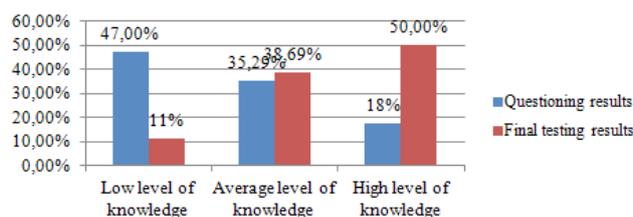


Figure 2 – Comparative analysis of students’ testing

## CONCLUSIONS

According to the results of tests, the experimental group,

in comparison with the control group, demonstrated an increase in the level of material assimilation. The percentage of students with a high level of training increased by 32 %, which indicates an improvement in the quality of training on the topic "Tax inspection" due to the use of such an interactive method of training as a business game in the educational process of the college. The analysis of the above indicators allows to draw the following conclusions: the use of business games in the educational process in the study of economic disciplines in the secondary professional education system is becoming more and more relevant. The training session was developed using the business game method, which is intended for widespread introduction into the educational process of secondary vocational education institutions and is of particular importance for the training of economists. The methodological development of the training session in the educational process of the college was introduced. The training session using a business game was developed as a means of improving the quality of teaching economic disciplines and introduced into the educational process of the institution. The proposed hypothesis about the use of business games in the educational process to improve the quality of teaching economic disciplines was confirmed.

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