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close as possible to real [6]. The purpose of the cognitive game is to assess the complexity knowledge of students, imitation of professional activity of the doctor-therapist, stimulation of mental activity of students. The essence of the game is to establish the correct diagnosis on the basis of complaints, medical history, wording preliminary diagnosis, analysis of the results of additional examinations, as well as the choice of treatment tactics and means of preventing the development of a pathological condition.

The duration of the game for one group is 20 minutes, for the academic group - 1 hour. 5 students take part in the game, one of them assumes the role of patient, and the last four constitute a medical council to establish final diagnosis. Before the game the teacher shows the "patient" a card with a diagnosis that it will mimic (the nosological unit should correspond to previously studied topics). For other participants in the game, it remains unknown. The "patient" has 5 minutes to reflect on possible complaints, the history of the development of "his illness", to prepare for clarifying issues of the council. Dialog the game begins with the "patient" presenting his complaints to the medical council without detailing. For the correct definition of "doctors" of the previous diagnosis details of complaints, anamnesis diseases that are possible only in the presence of a certain level of knowledge. The teacher performs controlling, directing, evaluating functions. After the first stage of the business game, each member of the council has an independent decide on a preliminary diagnosis, with the necessary additional methods of examination, records it on a sheet of paper.

In the second stage of the game, the teacher demonstrates to the council the results of additional survey methods "Patient", offers to determine the final diagnosis collegially through discussion. The result of a business game is not just a definition correct diagnosis, but also a detailed analysis of erroneous results. This allows not only to assess the completeness of the ac-

quired knowledge, but also to determine the most vulnerable points that need to be emphasized attention. In the course of a business game, students appear motive for active search of diagnostic information according to the role performed by it, the skill of work with the received information is developed.

Conclusions. The organization of teaching internal medicine to 5- 6th year students at the Department of Internal Medicine, Clinical Pharmacology and Occupational Diseases tries to improve the quality of training of future specialists who will meet modern standards by actively involving students in game forms of education.

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Belkin Igor Vladimirovich

*candidate of pedagogical sciences, doctor of philosophy senior teacher,
Vinnytsia National Agrarian University
Vinnytsia, Ukraine*

THE IMPORTANCE OF BUSINESS GAME IN THE EDUCATION OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS IN MODERN ECONOMIC CONDITIONS

Abstract.

Business game - a method of finding solutions in a conditional problem situation. The aim of the article was to identify, theoretically and experimentally substantiate pedagogical conditions that increase the effectiveness of training future managers of marketing communications in higher education by means of business games. The object of research was the process of professional training of future marketing communications managers in high school. The subject of research in this article were the pedagogical conditions for the effective preparation of future managers of marketing communications for professional activities by means of business games.

Keywords: *business game, communications, communicative competence, information and communication technology, game simulation, simulation game, methods of active learning, technological algorithm of business game, creative game, game technology.*

Formulation of the problem. Among the modern means of intensifying education in higher education, a special place belongs to the business game (DG), which is a directed organization of game interactions of students during the modeling of unanimous professional activity.

Methods of active learning (IAS) (discussions, business games (CI), modeling of production situations, etc.), including if these methods reflect the nature of the future profession, lay the professional qualities of the future specialist, constitute a kind of training ground where students can train their professional skills in an atmosphere that is close to the real one. Systematic analysis of students' mistakes, which is carried out during the summing up of DG, reduces the probability of their recurrence in reality.

This feature determines the use of game teaching methods.

Analysis of recent research and publications.

Numerous studies show that one of the effective means of education in higher education is DG, which contains the necessary problem situations [6], which help the development of cognitive activity of students.

CI in the university engaged in AO Verbytsky, P.I. Podkasyty, A.M. Smolkin, Zh.S. Khaidarov and other scientists, they consider the DG as a planning organization of game interactions of students during modeling of monolithic professional activity. CIs are aimed at developing specific skills and skills to act in specific conditions, to search for information that is missing, to solve general problems that arise in learning, to plan options for action, to make decisions in changed conditions.

Pedagogy appeals to the DG, rightly sees in it the reserves of increasing the effectiveness of pedagogical communication, educational productivity of its inherent elements of competition, immediacy, interest, etc. [6]. Among the advantages that are usually noted, characterizing the features of the use of DG for educational purposes, it should be noted the growth of motivation, stimulation initiative and creative thinking, involving all students in learning, acquiring the practice of cooperation, finding and establishing interdisciplinary links, development and creation of an "informal environment" for learning and appropriate preconditions for the formation of different strategies for solving problems, "structuring" knowledge that can be used in various fields, combining different perceptions into a "complex and balanced picture of the world", etc.

The purpose of the article - to give the characteristic of DG, to show a place of this method concerning other MAN, and its differences from traditional training and efficiency of pedagogical technology of use in high school.

Presenting main material. CI is a method of teaching professional activity by modeling it, close to real conditions, with the obligatory dynamic development of the situation, task or problem that should be solved in accordance with the nature of the decisions and actions of its participants. [1].

Currently, DG is offered by scientists and teachers as an effective form of educational work [2], a means

of forming professional skills [7], development and improvement of students' speech abilities, ethics of communication and more.

CIs help to form such important key qualifications of modern students of higher educational institutions as communication skills, tolerance, ability to work in small groups, independence of thinking, etc. The teacher requires considerable prior methodological training in conducting CI, the ability to predict the results and draw appropriate conclusions. Most foreign scholars believe that game teaching methods have the greatest potential in ensuring professional development, allow to improve activities and create new models of professional practice, which meets the goals of actualizing managerial professionalism in the current environment [8].

DG is based on self-regulation. It is the teacher who organizes and conducts it that is required to activate the participants of the game before the game, during the analysis of the game at the final stage. Therefore, it requires considerable preparatory work, theoretical and practical skills of designing DG.

DG is practiced by teachers as a form of reproduction of subject and social content, professional activity of the specialist, modeling of the relations characteristic of this activity. The game usually takes place according to the following technological scheme: the stage of preparation, which includes the development of DG (script, plan, description, content of instruction, preparation of material support) and introduction to the game (staging problems, conditions, rules, distribution of roles, formation of groups, consultations); stage of carrying out: group work on tasks (work with sources, training, brainstorming, work with game technician) and intergroup discussion (group performance, defense results, rules of discussion, work of experts); stage of analysis and generalization (exit from the game, analysis, reflection, evaluation and self-evaluation of work, conclusions and generalizations, recommendations) [3, c. 36].

The general didactic aspect of classes in the form of games is revealed in the works of MV Clarina, who emphasizes that CI is characterized by: creativity, which has an improvisational and active character; emotionality, rivalry and competition; the presence of direct or indirect rules that reproduce the content of the game, the logical sequence of its development [5].

DG brings a new quality to the formation of future professionals due to the following features: the system content of educational material presented in the simulation model of production; reproduction of the structure and functional parts of future professional activity in the game educational model; bringing the learning environment closer to real conditions, creating a need for knowledge and their practical application, which provides personal activity of university students, the transition from cognitive to professional motivation; aggregate educational effect, as the common nature of play educational activities encourages compliance with the rules of collective action; providing transitions from the organization and regulation of students' activities by the teacher conducting the DG to self-organization and self-

regulation of actions and activities by students themselves.

Based on these features of the DG, we can say that it implements the following principles: 1) simulation modeling of specific conditions and dynamics of production and game modeling of the content of professional activity of specialists; 2) problems of the content of DG and the process of its deployment in the cognitive activity of students; 3) joint activities of participants in terms of role interaction, division and integration of simulated in the game production functions of specialists; 4) dialogic communication and interaction of game partners as a necessary condition for solving educational tasks, preparation and approval of agreed agreements, development of cognitive activity; 5) biplanarity of game educational activity - achievement of game purposes serves as a means of realization of the purposes of development of the person of the expert, the purposes of training and education.

Game actions performed by university students in communicative situations, simulate activities that have a common structure, components that interact with each other and ensure the reliability of professional growth and a positive learning outcome. The structure of activity presupposes the presence in it as objective properties (objectivity, purposefulness), and reflection of the internal states of the subject (motivation, needs, interests, relationships). In the process of DG conditions are created for the full structure of activity: motive - purpose - objective actions - methods - operations - process - result.

Methods of modern CI allow to rationally combine the professional interest of university students in new teaching methods, the spirit of rivalry and collectivism.

Elements of risk, introduced in the CI, make it possible to make decisions in conditions of insufficient information and production tensions.

CI's enable students to understand learning material from different perspectives. In the process of describing this method, there are different terms. The most common and common term in the West there is a term "simulation game", or "game simulation", at least there is no single view of terminology among specialists. The use of the term "simulation game" is associated with the selection of the essential characteristics of this method. Therefore, on the one hand, imitation is considered quite widely as a replacement for natural experimentation by making and manipulating models, layouts that replace a specific object of study. On the other hand, there are actually game methods, in which the participants of the game take on certain game roles, engage in natural interaction with each other, striving to achieve their role goals. It is expected that "game simulation", or "simulation game", combines these approaches. DG is based on specific situations, taken from real life, and is at the same time a dynamic model of simplified reality. Therefore, the basis of the DG is a simulation model, which can be considered as given in the specific material form is the approximate structure of the reproduced activity, but this model is realized thanks to the actions of the participants of the game.

Scientists argue that DG allows you to model more adequate compared to traditional conditions for the formation of the personality of the specialist. The game reproduces the basic patterns of professional activity and professional thinking on the basis of dynamically created and solved by joint actions of participants of educational situations. The purpose of CI is to teach students to make independent decisions and take responsibility for them, to test themselves, their abilities and desire to work in the chosen specialty. This is an activity position, when the participant of the game must actually act in the proposed conditions, make a choice and implement it in their behavior.

DG is a means of developing professional creative thinking, during which the participant acquires the ability to analyze specific situations and solve new professional tasks. CI, in contrast to other traditional teaching methods, help to more fully reproduce the practical activities, identify problems and causes of their occurrence, develop options for solving problems, evaluate each of them, make decisions and determine mechanisms for their implementation.

The advantages of CI are that they help to: consider the problem under study with a significant reduction in time; master the skills of identifying, analyzing and solving certain problems; work in a group method when formulating and making decisions, orientation in non-standard situations; focus the participants' attention on the central aspects of the issue and establish cause-and-effect relationships; to develop mutual understanding between the participants of the game.

A group of experts in the process of preparation for the DG develops criteria for assessing the communicative competence of all participants in the game, skills and abilities necessary for competent communication. That is, mastery of communication technologies, including computer: the ability to conduct a dialogue; ask questions and encourage the candidate to clarify his position; to equalize emotional tension both own, and the applicant; possession of active listening skills (ability to hear and understand what the applicant means); ability to choose the appropriate intonation and style for a business conversation; mastering the skills of argumentation and persuasion of their position; mastery of public speaking; literacy of oral and written language; public presentation of the results of their work, selection of adequate forms and methods of presentation; ability to speak accessible and clear; perceive and make communicative signals verbal, nonverbal, paralinguistic; perceive signals that the partner would prefer to hide; easy to come in contact with and hold; balanced language (when a person speaks too little or too much - it means that skills are underdeveloped).

In learning, which implements a game approach, students lose roles, experience real communicative situations. In the process, all roles have a purely professional orientation, so their implementation requires some professional knowledge, because it is impossible to make a professionally competent decision without the appropriate knowledge. The role involves additional training of students. Taking an

active part in the game situation in the classroom, students not only replenish their professional knowledge, but also expand the stock of professional terminology, practice a certain style of communicative behavior, realize their creative potential.

The use of CI and case technologies allows to implement not only diagnostic and cognitive functions, but also training. By playing roles, students perform functions that make their own decisions, in the process of which the skills of professional behavior in the team, the ability to analyze the nature of interpersonal relationships, to make decisions in emergencies and extreme situations. These techniques are flexible and can be combined with various forms of learning, such as programmed, problem-based, heuristic, group work, and so on.

Education of business qualities on the basis of game imitations is an important aspect of the use of CI in the process of teaching students in higher education.

The methodological basis of DG in the educational process are the provisions:

1. The DG uses a numerical method that allows the use of computational procedures.
2. The use of information and communication technologies is not a necessary condition, however, their use helps to successfully implement the simulation process.
3. The time factor.
4. DG is based on the method of experimentation.
5. The presence of feedback in the simulation system, due to repeated playback of various situations, allows game participants to analyzing the results, learning and making more effective decisions in each subsequent period.
6. The use of DG in teaching allows the presence in the game of didactic methods of activity, clarity, accessibility, scientificity, connection of theory with practice, interest.

Creating a game space, we use models - the game process, the actual behavior of participants, the organization of the creative process. The presence of pre-thought-out models of group behavior helps to manage the emotional coloring of the game, helps to establish friendly relations necessary for creativity.

DG is aimed at the formation of meaningful and activity components of professional competence, the development of goal-setting skills, reflection, stimulating the process of self-education.

When preparing university students, teachers should strive not only to equip them with knowledge, but also to promote the development of their actual diligence and entrepreneurship, to form skills of active economic thinking. It is important to conduct business games with students, which largely mimic professional production situations.

In the process of building, preparing and conducting the DG, it is appropriate to organize a real environment in which students act as performers of specific roles. Roles should be problematic and their division should be based on individual capabilities and aptitudes, the social status of students [4, c. 55]. The content of the DG should be based on real language material of professional orientation, which will combine training with the implementation of professional actions that

model the independent activities of university students in the chosen professional field.

By modeling or simulating the conditions and dynamics of relations between students, DG serves as a means of updating, applying and consolidating knowledge and a means of developing communicative competence. This effect is achieved through the interaction of game participants. Therefore, in order to achieve the set educational goals, the implementation of five psychological and pedagogical principles in the DG is envisaged. Namely: simulation of the situation; content problems; role interaction in joint activities; dialogic communication; dichotomy of game educational activity [9].

From the first classes, the roles of the general director, manager, and sales representatives are distributed among the students. Game participants get acquainted with information about the company, agree on its location, determine the type of business they will be engaged in.

As a result, each participant in the game solves the same issues in terms of their individual positions.

Comparing CIs with traditional classes, we can conclude that CIs have a number of advantages:

1. In the process of DG there is a higher level of communication than in the process of traditional learning, because DG implements specific activities (participation in the conference, project discussion, conversation with colleagues).
2. CI is a collective activity that allows all participants in the game in general and each participant in particular to take an initiative.
3. The implementation of various tasks causes a specific result, which gives students a sense of satisfaction with their actions, the desire to set and solve new tasks.
4. In CI, the skills of establishing contact, correct assessment and perception of the game partner as a person are formed and developed.
5. Practice tactics and strategies of communication, as well as choosing the most appropriate forms and means.

In teaching with the help of CI methods, the formation of communicative competence of university students is carried out. Participants of the game have a perspective to develop their individuality, to form necessary not only for professional activity, but also for everyday life skills of communication with other people.

Therefore, the proposed model of DG for management decisions can reduce training time, to work out search of effective decisions, to consider all necessary information, to increase efficiency of the accepted decisions for the purpose of achievement of the planned result.

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Yarovy Anatoliy Mykhailovych

*Candidate of Philosophical Sciences, Associate Professor.
Vinnytsia National agrarian university*

Belkin Igor Vladimirovich

*Candidate of Pedagogical Sciences, Senior Lecturer.
Vinnytsia National agrarian university
Ukraine, Vinnytsia*

THE UNIQUENESS OF VISUALIZATION TECHNOLOGIES AS A SOCIO-CULTURAL PHENOMENON

Abstract.

The article considers the uniqueness of visualization as a socio-cultural phenomenon. These problems are analyzed in the context of the postmodern paradigm, which allows to predict significant social transformations and radical changes in the system of social sciences.

Keywords: *uniqueness of visualization, social transformations, fundamentally new social projects and values.*

Problem statement and its connection with important scientific and practical tasks. The postmodern era, about which philosophers have been talking so actively lately, has already begun and is becoming a reality of our lives. Modern society is reoriented to fundamentally new social values, gradually approving new social norms. Active processes of social transformation are directly related to and determined as global technological transformations. The essence of technological transformations in the total processes of informatization, which in its volume and power is gaining such strength that we state the emergence and existence of a new society: the modern information society or the new knowledge society.

In the modern philosophical and economic literature the problems of transition to the information society are actively investigated, the fundamental social factors which directly determine these processes, including factors of technological character are revealed. Recently, in the philosophical and economic literature, more and more attention is paid to the active processes of intellectualization of society and the accelerated introduction of the latest intellectual information technologies.

However, according to the authors, the above-mentioned topical problems (their formulation and consideration) need to be built from some other principles, to some extent, shifting the emphasis and translating their analysis and solutions into the plane of non-traditional approaches. Implementing this kind of innovation, the authors develop their scientific hypothesis and propose their scientific concept. What is the essence

and specifics of the approach implemented by the authors. In the previous publication of the author [1, p.123-129] the uniqueness of visualization as an information-intellectual phenomenon was studied and its special status in the context of technological and methodological innovations was substantiated. The main purpose of this article is to substantiate the uniqueness of visualization as a socio-cultural phenomenon and to study its special status in the system of modern social transformations. Let's consider these questions in more detail. But let's clarify some positions in advance:

Social transformations of modern society (which have already been mentioned above) are considered in the context of postmodernist analysis of social processes and postmodernist critique of rationalism. Confrontation of two social mega-tendencies: "modernization postmodernization" accordingly defines the confrontation of two social megaprojects:

1) built on the pervasive rationalization of all spheres of life of Western society (total rationalization) - utopian rational projects of total social transformation — the practice of total administration (administrative rationality, the power of administrative style) as an apology for extremely risky voluntaristic aggression Homo Sapiens'a on the reconstruction of the world - the natural world, society, man as objects of supervision, ordering, discipline, management and control. The world is chaos and the "subject of administrative rationality" came to it so that with the help of science and industry, science-intensive technologies turn this chaos into a managed and reliably controlled Order. The main goal is to maximize material and economic