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The Game as a Teacher's Tool

Permainan sebagai Alat Pengajaran

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Abstract

This article investigates the efficacy of utilizing business games as a pedagogical tool for teaching the Russian language. The author examines the distinctive features and adaptations of business games, advocating for their utilization in group learning settings to foster collaborative problem-solving and simulate diverse scenarios. The study aims to elucidate the goals, methods, and results associated with implementing business games in language education. Findings suggest that the collaborative nature of these games enhances group dynamics and facilitates a comprehensive approach to language learning. The implications of integrating business games into language education underscore the potential for improved engagement, problem-solving skills, and adaptability among learners.

Highlights:

- **Enhanced Engagement:** Business games offer a dynamic and interactive approach to language education, fostering increased student engagement and participation.
- **Collaborative Problem-Solving:** The use of business games promotes collaborative learning environments, where students actively engage in solving common tasks, enhancing their teamwork and problem-solving skills.
- **Simulated Real-World Scenarios:** Business games simulate diverse situations, providing learners with practical and realistic language contexts, thereby preparing them for real-world language use.

Keywords: Business Games, Language Education, Collaborative Learning, Pedagogical Tools, Russian Language

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Introduction

Game is the most active form of human activity in situations aimed at recreating and assimilating social experience, in which self-control of behavior develops and improves. Its significance cannot be exhausted or evaluated solely through entertainment and recreational possibilities. Its phenomenon lies in the fact that, while being entertainment and recreation, it is capable of evolving into education, creativity, a model of human relationships, and manifestations in work. The game is a space of "internal socialization" for the learner, a means of assimilating social attitudes [1]. It is simply one of the tools of the teaching profession that can be used at any stage of the lesson, in any component of the educational process to solve didactic, educational, and developmental tasks. The general rule is that a game will help where something needs to be changed (diversified, animated, improved). Through games, obscure information can be made accessible and engaging, transforming an indifferent student into an interested participant in the lesson [2].

What is a modern lesson? How can the effectiveness of a modern Russian language lesson be increased? A modern lesson should be interesting, information-rich, and the material should be understandable to students. The teacher's task is to find methods of organizing the educational process that not only combine theoretical knowledge and practical skills of students but also contribute to the formation of their worldview as a whole. Interactive learning comes to the rescue. Interactive learning is learning through experience [3]. The use of interactive technologies in teaching practice allows solving at least two problems: improving the quality of material assimilation and developing students' skills in interacting with others. Interactive learning has several advantages because it involves group interaction of all participants and emotional involvement and activity of each in the process [4].

Methods

In this regard, group methods go far beyond educational goals. They are a means of self-discovery and understanding others, shape worldview, contribute to personal development and understanding of the actions and motives of others, and develop students' communicative competence, which is so necessary in modern society [5]. The game is one of the methods of teaching the Russian language, helping to create a speech situation in the lesson; therefore, the game is a means of activating students' activity in the lesson. In practice, I often use business games in Russian language lessons.

Result and Discussion

A business game is an imitation of real activity in artificially created conditions, resulting in the development of creative abilities, mutual assistance, and mutual learning, as well as the improvement of the quality of knowledge through their complex application. Thus, its task is education [6]. The difference between educational business games lies in the following:

- a. Modeling situations close to real life.
- b. Gradual development of the game, where the completion of the preceding stage often influences the course of the next.
- c. Presence of conflict situations.
- d. Mandatory joint activities of participants in the game, performing roles specified by the script.
- e. Use of a description of the object of game simulation modeling.
- f. Control of game time.
- g. Elements of competitiveness.
- h. Rules and systems for assessing the progress and results of the game.

Possible structure of a business game in a lesson:

- a. Familiarization with a real situation.
- b. Construction of its simulation model.
- c. Assignment of main tasks to groups, clarification of their roles in the game.
- d. Creation of a game problematic situation.
- e. Extraction of theoretical material necessary to solve the problem.
- f. Problem resolution.

- g. Discussion and verification of the obtained results.
- h. Correction.
- i. Implementation of the accepted solution.
- j. Analysis of the results of the work.
- k. Evaluation of the results.

Any business game includes the following stages:

- a. Orientation.
- b. Executive.
- c. Final evaluative.

At the orientation stage, the conditions for conducting the game are determined, along with its goals and tasks. Roles are assigned, and in some cases, preparation at home may be required. The executive stage is the actual course of the game, where tasks are performed. The final evaluative stage involves summarizing the results, defending works, self-assessment, and assessing group work [7] .

During the conduct of business games, various objects are often used, such as toys, drawings, cards, tables, posters, models, and maps. Memorized excerpts from poems, proverbs, and sayings are used as didactic material. Students are involved in preparing these didactic tools, consulting various sources such as literary works, dictionaries, reference books, descriptions, historical and popular science literature, etc. This fosters an interest in the subject.

Conclusion

In the process of the game, students learn to create their own products, such as diagrams, tables, and graphical drawings. Within the framework of the lesson, students develop the ability to systematize information (examples on presentation slides).

I believe that games are of great importance in shaping the personality of a student and forming traits of character. Organizational skills, endurance, the ability to plan a series of consecutive actions, the ability to restrain one's desires, comply with the collective, and adhere to the rules of the game are developed through playing. This cultivates the ability to overcome difficulties and trains willpower.

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