GAME AS A METHOD OF TRAINING AND DEVELOPMENT OF CREATIVE ABILITIES OF STUDENTS MEDICAL INSTITUTION OF HIGHER LEARNING

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Abstract

One of active methods of educating is a business game, that allows to connect knowledge and abilities, develop creative flairs, individuality and independence. The primary objective of game is preparation of specialists, development of professional competence, forming of ability to apply theoretical knowledge in practical situations. Train game, worked out on certain situations, enter students in the sphere of professional activity, produce ability critically to estimate an operating situation, find decisions on her perfection for them. They are the powerful stimulus of activation of independent work on acquisition of professional knowledge and skills. The practical habits acquired in the process of game allow to the future specialist to avoid errors that arise up in transition to independent labour activity. Thus a business situation must be near to reality, as without it it is impossible to obtain naturalness of actions taught.

Key words: *active method, business game, students of medical university, creative skills, individuality*

Modern medicine develops swiftly and is characterized strengthening of competition, that conduces to the change of requirements to preparation of graduating students of higher school. To date there is direct dependence between quality of preparation of specialist, his employment and further professional career. General clinical and theoretical preparation is at high enough level, but here possibility of practical activity grew short. Therefore at creation of model of preparation of specialist the use of methods of educating, assisting effective development of present for students capabilities and forming of skills of independence, thinking system, to ability to reform in swiftly changing society, is assumed.

To work out mark problems it is partly possible even, using active methods in educating. Unlike the traditional forms of educating, introduction in the educational process of active methods allows to form professional abilities and active realization of the purchased knowledge, design integral maintenance of independent work, the center of meaningfulness from the process of transmission, processing and mastering of information on independent creative activity is here displaced.

One of active methods of educating is a business game, that allows to connect knowledge and abilities, develop creative flairs, individuality and independence. The primary objective of game is preparation of specialists, development of professional competence, forming of ability to apply theoretical knowledge in practical situations. Train game, worked out on certain situations, enter students in the sphere of professional activity, produce ability critically to estimate an operating situation, find decisions on her perfection for them. They are the powerful stimulus of activation of independent work on acquisition of professional knowledge and skills. The practical habits acquired in the process of game allow to the future specialist to avoid errors that arise up in transition to independent labour activity. Thus a business situation must be near to reality, as without it it is impossible to obtain naturalness of actions taught.

By means of method of certain situation abilities and skills of independent work are produced, such as: individual and group decision-making of the put tasks. Such the capabilities extremely need in independent activity to the specialist, as he continuously has to accept the non-standard decisions caused by the changes of matter-position. The method of certain situation develops a breadth and thinking flexibility for students, helps to teach them to ability rationally to use information, independently to analyse facts, feel her, critically to examine the different points of view, discuss and protect own position, be ready to application of different facilities and methods, to find the optimal decisions of questions.

A business game consists of a few stages: preparatory and playing. The theme of game is determined in the preparatory stage, aims and tasks are formed, a scenario is created, rules are determined, the system of criteria of estimations of playing actions is developed, roles are distributed between students(doctor, patient, medical sister). Playing stage - directly game the recreation of the real situation and behavior of participants are very important in that. No knowledge will help to attain professional mastery, if student, and then and a doctor does not possess observation, ability logically to think and master seen, heard, studied. In the process of game attention is accented on such feature of activity of doctor, that be under an obligation to get to know and master student, as ability to conduct conversation, dispose to itself a patient in combination with possession necessary practical skills.

It is marked researches, that at active perception the taught save in memory of 80% that was talked and 90% that was done or created independently. Thus, the active methods of educating sharply improve memorizing of material and assist his authentication and subsequent purposeful practical realization. Business games create necessary terms for forming of professional competences, assist development of ability independently to think, oriented in a new situation, find going near the decision of problems, to set business contacts with an audience, that determines professional qualities of future specialist.

Thus, application of active methods of educating in the process of professional preparation of doctor allows to obtain not only the quality and rapid mastering of educational discipline but also practical aim - to teach future doctors to professional knowledge and abilities.

Business game is a simulation tool varied conditions of professional activity (including extreme) method of finding new ways of its implementation. Business game simulates various aspects of human activity and social interaction. The game is also a method of effective training, eliminating contradictions between the abstract nature of the subject and the real nature of professional activity. There are many names and varieties of business games, which can vary the methodology and objectives: the didactic and managerial games, role playing, problem-oriented, organizational activity games and other.

The use of business games can be identified and traced the peculiarities of the psychology of the participants. Therefore, business games are often used in the recruitment process. With their help it is possible to define:

- the level of business activity of a candidate for a position;
- the presence of tactical and (or) strategic thinking;
- the speed of adaptation to new conditions (including extremes);
- ability to analyze their own capabilities and to pursue a certain course of conduct;
- ability to predict the development processes;
- ability to analyze opportunities and motives of others and influence them behavior;
- management style, orientation when making decisions on the game "on" or "in the interests of the team and mm. other.

Business game allows you to find the solution of complex problems through the application of special rules of debate, stimulating the creative activity of the participants with the help of special working methods (for example, "Brainstorming" and using moderating work psychologists technicians, ensuring effective communication. Problem-oriented business game is usually not more than 3 days. It allows you to generate the solution of many problems and ways of development of the organization, to start the mechanism of the strategic objectives.

The scenario of a business game most often is the following.

In his introductory word to the participants of the game are set problems represented by the leaders and organizers of the game, announced its program. In topical lectures given installation participants: to overcome the inertia of thinking, to destroy the traditional scheme of views and beliefs and, at least for some time to break away from the traditional terms, established stereotypes of thinking.

After the lecture is simple introductory role-playing game. Its aim is to activate the participants of the game, to awaken in them the creative power, to bring closer to each other, if previously they didn't have to work in such a composition, to create an atmosphere of friendliness and trust, on the one hand, competitive and creative discussions.

Next, all the participants are arbitrarily divided into several equal groups, which will work on the stated problem. Each nominates candidate, who is preparing his programme speech and plays with it. Following the discussion and voting. Role play is going at a fast pace, developing improvisational thinking players.

After that equal the number and representation (functional and level) group, formed in advance, deleted, each in its hall for holding a brainstorming session for one of them. In each of these groups has a technician-methodologist, the task of which is to the skillful organization of the process.

Rata search group at each new brainstorming starts with the selection of a leader on this issue, which must organize work of the group, to prepare a report for the conference and in the competitive struggle to defend the program of action. Simultaneously with the leader of the chosen opponent, its task is to evaluate the program adjacent groups. Methodist helps the head of the search group to organize collective work, to develop proposals.

The technician-Methodist must ensure that on each of those issues were elected the new leader of search group and a new opponent, thus the maximal activity of all participants of the game. When choosing a leader it is important to respect democracy: leaders must be nominated as leaders, and ordinary experts.

Upon completion of independent work search team defends his project at the General conference. Reports usually must meet the following requirements:

1. To give a brief analysis of the situation.

2. To substantiate proposals.

3. To prove the practical significance of the proposals and their implementation.

In problem-oriented business game all equal, administrative positions during the game "were abolished, no one should use any advantage. Allowed to Express any ideas, but in the game are completely unacceptable criticism of the personality.

On this basis, gradually formed relationships that bring different views, opinions, expertise, and enable to develop something whole. This technology allows you to delve deeply into the problem, to ensure mutual understanding between people and unity of social action, can reverse the situation, to solve the crisis or to create a principally new solution of actual problems.

Leaders, speakers at conferences generally take account of their speeches the heads of the business game. Rent out their accounts and opponents from each group. Also posted a video of all conferences of the business game. Thus immobilized questions, answers and discussion points. Their records are also the heads of the game, the members of the expert Commission and technicians Methodists. On the basis of the collected materials prepared a joint report. Business game - description of the method.

Business game is a simulation workflow, modeling, simplified presentation of real production situation. Before the participants of the game are set problems similar to those they decide in daily professional activities. These tasks can be very different, for example: the implementation of the individual plan of sales, launch a new product on the market, opening stores in the regions and others. The participants of the game for 1-3 days can "live" and 1 week, 1 month and 1 year.

The use of business games allow you to develop professional skills of the participants. In addition, it gives the opportunity to evaluate:

- proficiency in these skills;
- peculiarities of the mental processes (strategic, tactical, analytical thinking, ability to forecast the situation, the ability to make decisions and other);

- level of communicative skills;
- personal qualities of the participants.

Procedure of business game is being developed under a specific Company - Customer. First of all, together with the Company management sets the goals of the business game. Goals can be very different: working off of acquired skills training, simulation output of a new product on the market, adaptation to new structural changes in the Company, team building, etc. Followed by serious preparatory work for the collection of information about the peculiarities of work in the Company in order to bring the playing conditions to reality. And only afterwards the plot define procedures prescribed roles are developed system of an estimation of actions of the players, counting points, is the timing of the game. The whole procedure step by step consistent with the Company's management.

Business game interesting because it can engage employees at various levels of the hierarchy, which is often difficult in the conditions of the training. Because of this, the leadership has the opportunity to see their employees "in fact".

The number of participants in a business game, unlike the training is not limited. Developed the game, in which participated all personnel of the Company - Customer.

The duration of business games can vary from one day to one week.

At the end of the business game results are analyzed, then the procedure of summarizing the results of the game for its participants.

The last stage is the discussion with Company management (results, features of, inclusion and behavior of participants identified trends and problem areas etc).

The research. It is necessary to distinguish three types of studies related to innovative game.

1. A study of the business game, or "technical" research, directed on improvement of methodology and organization of the game. Such a study is one of the moments of activity on the organization of innovative games, and is intended for reproduction and development of this activity. It is of technical nature and is carried out by the organizers concerning their goals. Thus, in accordance with the latest can be analysed techniques of working process organization, communication, understanding and so on.
2. A case study can be conducted in the game by specialists of different fields - psychologists, sociologists, economists, etc. In the games, for example, was explored problems such as fatigue participants during the group work, the dynamics of activity and interest depending on the stage of the work, problems of functioning of small groups in solving complex problems and others.
3. System modeling and simulation research organization whose employees participate in the game. The research gives the possibility, based on representation about the events of the game as models of organizational norms and relations, study the organization procedure and other system mechanisms of vital activity of the enterprise-customer. Goals that characterize the activities of all those involved in the innovation game, can be separated, based on the above, the bearers.

So, for customers, especially in the first stages of this work, the most important decision making, planning and programming of their implementation. Such are the objectives of heads of enterprises and out of the game.

Participants also named, usually pursue and objectives of the training is to learn some new tools to work. These two groups - clients and participants in the course of repeated games come to more complex purposes related to the need to develop new tools, self-development, development of the organization. Actually, the work on the formation of such purposes is one of the main tasks of the innovation game.

The researchers included in the game, carry out research organization, using the game as a special method, as well as the game itself for its development.

The fourth group - the organizers of the game, along with all of these aims and specific objectives of the organization constructive relations with all (and between all) groups for further joint activities, and focuses on the constant growth and development of the entire system of goals in the game.

To achieve all these goals innovative game was supposed to be built as a special kind of social technologies, including programs to solve problems, research and development of the participants and the entire organization.

During the development of the program of the games we used the experience of working conferences with representatives Tavistock school, and the creators of organizational activity games. In the first variant of the program of innovative game consists of eight sub-programmes: innovative solutions, design innovations, programming, implementation, education and training participants, recreation participants and organizers, research and organization of the process of the game.

Number of participants must not exceed 25 people in 6-7 the organizers. The game is conducted in an environment isolated from production and city. To enhance the practical effect the game must be played at least twice a year for two to three years.

Below is a brief description of the main subroutine, according to which built a business game. Classification of business games:

1. Time of event:

- no time limit;
- with a time limit;
- games are taking place in real time;
- game where time is compressed.

2. Assessment activities;

- point or other assessment activities of the player or team;
- evaluation of the one who worked as missing.

3. According to the final result:

- hard game - know the answer (for example, network), there are strict rules;
- open the game is known in advance there is no response, the rules are invented for each of their games, the participants are working on unstructured tasks.

4. For the ultimate goal:

- training is focused on the emergence of new knowledge and fastening of skills of participants;
- ascertaining - competitions of professional skill;
- search and aimed at identifying problems and finding solutions.

5. On methodology:

- hole game - any parlour game (chess, “Lake”, “Monopoly”). The game takes place on a specially organized field, with strict rules, the results are recorded on forms;
- RPG - each member has a specific task or role, which he must be performed in accordance with the mission;
- group discussion - are related to the development meetings or the acquisition of skills for group work. Members have individual tasks, there are rules guide the discussion (e.g. game “Coordinating Council”, “Shipwrecked”);

- simulation and aim to give the participants an idea of how it ought to be done in certain conditions ("Internal control" for training specialists of production, Sales and distribution for training of sales managers and so on);
- organizational activity games do not have hard rules, participants do not have a role play aimed at solving interdisciplinary problems. Revitalization of the work of the participants is due to the hard pressure on the person;
- emotionally simulation exercise - avoid the rigid rules that simulate competitive or dependent relationship, disclose personal potential, focused on training and personal growth. In fact, are a form of training;
- innovative games - form the innovative thinking of the participants put forward innovative ideas in the traditional system of actions, work out a model of a real, desired, ideal situations, including trainings on self-organization;
- ensemble playing - form of managerial thinking of the participants, aimed at solving specific problems of the enterprise by the method of the organization of the partnership business cooperation teams, consisting of the heads of services.

Combined interactively-active strategy games - combine the ensemble and competition, prolongirovanne imitate real development of the situation, aimed at collective construction of the future. Increase of efficiency of preparation of specialists on the basis of introduction of new progressive forms and methods of education is an important challenge for teachers. One of the effective methods of preparation of qualified personnel, widely spread among the other forms of education are business games.

Business game, based on application of modern personal computers, allow to simulate a set of managed and unmanaged processes, providing fast track scale interrelated sequence close to real situations, what is happening in everyday life. Students are offered on the basis of specific, constantly changing situation to develop management decisions that are taken into account immediately PC when modeling the next stage of development. This creates conditions for assessing the effectiveness of management tactics chosen by the student, promotes its improvement and consolidation of skills.

During the business game using PC communication between individual parties is industrial-economic activities of enterprises and their impact on the final result, the possibility of allocating the primary and secondary links in a production situation, the technical possibilities of computer technology and the efficiency of its application for the study and management. Planning activities on several indicators, and then reporting on each of them reflects the assessment of various aspects of the operation. The essence of these assessments in a contradiction between today's benefit and effect in the future. The relationship between the planned indicators and reporting on them endowed with traits of the conflict. To make optimal decisions in such situations requires special knowledge. It is assumed that by doing this work, a future Manager acquires a particle of such knowledge.

Methods of modern business games allow rational to combine professional interest of students to new learning methods, the spirit of competition and collectivism.

Create a business game is connected with the development of methodological support of the game and is a difficult technical problem. Business game along with other methods of study is the accumulation of managerial experience, close to real, and essentially replaces the experience of the laboratory, with the help of business games you can do a little better than with other methods of cognition. The game, at first, quite realistically simulates the existing reality; second, creates a dynamic organizational model; third, more intensively encourages goals.

Business games in training management skills aimed at obtaining more extensive experience of decision-making in educational laboratories.

The elements of risk, entered in the business game, give the opportunity to make decisions in conditions of insufficient information and production of tension that allows a student, a future Manager, management decisions (often risky) in a simulated production situations and accumulate

skills and managerial skills, without prejudice to the actual production in the future. Such experience will allow the future specialist in the real world, if necessary, to take effective decisions with minimal losses.

Another purpose of business games is a scientific study. If the core of the game is a simulation of work situations, when their adequacy to the real conditions of the method is useful research tool.

Primarily through business games imitations you can perform a search experiments, that is to explore productive relationship by varying the corresponding variables simulation model in the study area. Experimentation with manufacturing processes and perhaps other simulation models (e.g., when static simulation on the PC), but only in business games investigated elements can be people - production workers. The participation of people in simulation systems allows not only production experiments, but also socio-economic and organizational psychology.

Many processes in production management are qualitative in nature, and therefore not reflected in the statistical data. To fill this gap to some extent can a business game. Areas of research can become, for example, the attitude of managers and artists, bands and production units regarding incentives, interests and goals in the management system.

Using games imitations practiced the system of economic and financial incentives for enterprises Business games in training management skills aimed at obtaining more extensive experience of decision-making in educational laboratories.

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