

BUSINESS GAME AS A COMPLEX INTERACTIVE TECHNOLOGY IN EDUCATION

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Abstract: Lectures, seminars, laboratories, practical classes, and the business game develop highly talented experts. Students are engaged in games-based learning. Rethink our representations. Goal. This article examines business games and their potential to improve foreign language abilities in higher education. Methodology.

Key words: game, business game, skills, simulation, learning, teaching, development.

Introduction. Business games for language learning are examined. Teaching a foreign language using a business game can help pupils grow. Results. The business game considers the students' speciality and professional orientation. , Originality. Author suggested business games. Usefulness. Interactive language learning improves professional and interpersonal communication. At higher technical educational institutions, role and business games must be optimally included into the educational and extracurricular process to motivate students to independently acquire knowledge, skills, and talents, develop cognitive activity, and establish creative personalities.

Highly competent professionals are trained using a variety of methods, including lectures, seminars, labs, practical sessions, and even the business game as a problem-solving tool for teaching pupils foreign languages. Students are more invested in and enthusiastic about their education when course information is presented in a game-like format.

One of the most powerful methods of persuasion is the business game. Involvement in the gaming activity can lead to high levels of emotional and physical strain for its players. When you're immersed in a game, it's much simpler to overcome challenges and mental hurdles. The game is built on mental exertion and calls for initiative, perseverance, originality, and inventiveness from its participants.

Discussions and results. Eldorbek Khamitov states that the game's business decisions are meant to mirror those of the real world. Participants' responsibilities facilitate their learning, experimentation, and eventual mastery of enhanced capabilities. The game is meant to represent a real-world occurrence, either in the past or the future [1]. Often, a business simulation is used as a training tool for students' future careers. It's a sham version of the professor's actual administrative, scholarly, and instructional duties. Business games are a great way to learn and exercise new skills while having fun with colleagues. Inducing happy feelings while playing a game might get people more interested in a topic. Collective effort, usefulness, democracy, publicity, hardship, maximal participant prowess, and unrestricted creativity are the foundations of business games. A specialist's theoretical and practical thinking, including their capacity to analyse complicated production situations and take on novel professional responsibilities, may be honed via playing a business simulation game. The core values of acting games as a teaching tool are the stimulation of thought, the development of the future specialist's independence, the encouragement of inventive learning, and the simulation of actual professional situations. A business game's goal is to stimulate students' innovative problem-solving skills for the benefit of their future careers. A prospectus, game settings, and real and game documentation are all necessary for methodical game providing. Recommendations on how to go about it vary in specificity based on the nature of the thing being

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imitated, the intended audience, the academic field, and the intended outcomes. Business games may be broken down into the following categories based on their intended language-learning purposes and content: "warm-up games," like "brain storm," "club of connoisseurs," and themed entertaining games; their task is to intensify game and collectivist motivation, deepen participants' interests and imagination, and focus on a non-standard approach to the material being studied; - Situation-role games involve analysing situations and role-playing.

Creative games: collective creativity in the creation of technical and artistic projects; the attraction of students to such games contributes to the development of a creative spirit; - constructive-role, problem-role, and discussion games: their purpose is to form skills for the acceptance and effective performance of business roles, develop interaction and communication, productive co-operation, and participation in the development of collective solutions.

Students get insight into their "position" based on their personal experiences and gain the ability to think critically and logically while they play a business simulation game. Playing a business game forces each person to recognise their place in the group, assess how much they contributed to the job, and experience the dynamics of their interdependence with the other players.

Playing a business game may help shape your way of thinking, your vocabulary, your public speaking skills, and your capacity to have productive conversations with others. A teacher's credibility has a significant role in how effective game-based learning is. If a teacher doesn't know the students well and interact with them frequently, they won't be able to lead a business simulation effectively [2].

The game won't have the intended impact, and may have the opposite effect, if the instructor can't rely on his pupils' knowledge, teaching abilities, and other human traits. This form of training organisation has its own rules and ideas for how to utilise it, therefore it's important that educational activities take these into account.

Conclusion. The results were derived from analyses of current trends and predicted growth in the industry. Hence, interactive methods of instruction aid in the enhancement of professional (and not simply foreign language) communication skills and promote the growth of crucial interpersonal communicative traits, including openness to others, adaptability, empathy, reason, and a focus on teamwork. As a result, attracting students to independent active acquisition of knowledge, skills, and abilities, developing their cognitive activity, and forming the creative personality of higher technical educational institution students is important and requires the optimal introduction of role and business games in the educational and extracurricular process.

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