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Business Game as Method of Academic Mobility Formation of Future Specialists in the Field of Preschool Education

Abstract

Subject matter of business game was studied on the basis of psychological and pedagogical literature; analyzed have been its possibilities for activation in educational activities of students and showed that game as a method of education can not only provide development of a person and motivate to achieve goals but can also help to overcome the barrier between authoritarian and humanistic directions in the educational system. Analyzed has been the role of business game as method of academic mobility formation of future preschool education specialists.

Key-words: professional preparation, academic mobility, business game, self-dependence, activity and creativity

Problem definition

Dynamism of social changes, development of innovational processes in educational system create preconditions for improvement of pedagogic education in terms of its correspondence with European education requirements, implementation of new approaches to preparation of new young specialists including specialists of preschool education. It was recently established both in Ukraine and in the countries where Bologna process was provided that the priority direction in developing of modern advancing strategy of higher pedagogic education is academic mobility.

Such science direction requires deep analyze of all factors of professional preparation of future specialists including those who work in the field of preschool education, which is closely connected with academic mobility formation.

The aim of given article is to discover the role of business game as the instrument for academic mobility formation in the process of preschool education specialists preparation in the universities.

Analyze of latest publications

According to analyze of theoretic sources, the improvement of specialists preparation system, especially in the field of preschool education became topically at this stage. Thus, works of many scientists were dedicated to the professional preparation of specialists (L. Artemov, H. Belenka, V. Bespalko, A. Bohush, V. Bondar, N. Husi, E. Karpova, N. Lysenko, O. Matvienko, S. Neverkovych, N. Nychkalo, T. Ponimanska etc.). Important aspects of pedagogic technology development are described in scientific works, connected with studies of educational process improvement in academic institutions (I. Babanskyi, V. Bepalko, S. Honcharenko, I. Ziaziuna, N. Talyzina, R. Khmeliuk, M. Yaremchenko); with informational support of education (B. Hershunskyi, M. Zhaldak, Ye. Mashbyz, V. Monahova); with implementation of credit system to the educational process (A. Aleksyuk, K. Vazina, V. Okon, J.D. Russela, Ye. Skovina, A. Furman, P. Yuziavychene etc.).

But the special attention requires the study of problems of academic and professional mobility formation in different aspects. Thus, the professional mobility is presented as essential part of social life (B. Hershunskyi, B. Mitina, I. Yanzhul, B. Barber, Yu. Venih, E. Hidens, P. Sorokin). The professional mobility formation is studied on the basis of different branch of activities of future specialists: economic, pedagogic, administrative etc. (O. Dementeva, Ye. Ivachenko, N. Kozhemiakina, R. Prima). Analyzed are problems of social, educational academic and other types of mobility (N. Vasylenko, L. Danylova, M. Dmytrieva, I. Horiev, L. Horunzha, L. Sushchenzeva, O. Shcherbak, M. Talanchuk, S. Kuhel). Interaction between education, career and social mobility of future specialist is studied (H. Huna, Sh. Fitzpatrika).

Scientists also analyze questions of professional preparation of future specialists taking into account given international collaboration models and academic mobility (V. Astahov, N. Brynirov, N. Huliaieva, L. Znovenko, A. Koropchenko, Ye. Pavlenko, S. Unkovych). In pedagogical studies the formation of academic mobility of future specialists, including pedagogues is showed in the context of study at the academic institutions (L. Horiunova, B. Ihoshev, L. Mitina, Yu. Klymenko, S. Kuhel, L. Liesohin, I. Nikulina, M. Tomin etc.).

V. Baburin, M. Birstein, Ya. Belchykov, A. Verbuzkyi, S. Hidrovych, T. Dolbenko, V. Yefimov, V. Komarov, N. Kudinova, I. Kulish, I. Mamchuk, O. Parubok, P. Pidkasystyi, V. Rybalskyi, I. Syroiezhyn, A. Smolkin, T. Hlebnikova, V. Hrustynko, Zh. Haidarov, P. Shcherban etc. paid attention in their works to the importance and appropriateness of business games in the preparation of future specialists. Scientists give general rules for organization, planning and holding business games. Works of Ya. Belchiov, A. Verbyzkyi, V. Halushko, B. Efimov, L. Naumov, Ye. Hrutskoho are dedicated to substantiation

of business game possibilities in different fields of science and conditions of application of business games in the process of professional skills.

Analyze of research results

Generalization of obtained results of theoretic material and concentration of our scientific interest on the problem of professional preparation in general and on direction of preschool education in particularly which was followed by range of questions on academic and professional mobility paid our attention to the role of business game in this context.

Preparation of future specialists in the field of preschool education requires usage of innovational technologies during the course of normative, pedagogical subjects, methods that form students' ability to learn, to think critically, to control the cognitive activity and to reshape the acquired knowledge to the important live competence¹.

Personal oriented technologies play an important role in this process and are directed on forming active and creative personality of future specialist who can create and correct his own educational activity. Analyze of the professional mobility research in fundamental works showed that professional mobility of person is formed in social, academic, cultural and professional environment. On the basis of scientific research we can state that the notion "pedagogue with professional mobility" means a person who can progress, who can be flexible to the new conditions of life and can adapt for it (L. Amirova). Person who is sensitive to the innovational changes in education and who is ready to pull all internal resources together to adapt to the ever-changing educational environment (L. Horiunova). Pedagogic conditions of professional mobility formation should without any doubt become a part of preparation strategy of future specialists of preschool education.

Academic mobility is an important component of qualifying structure of specialist. Modern development priorities of professional pedagogic education cause the necessity to prepare future educators who will be able to learn and implement new educational technologies, creative work, professional development and self-perfecting. That is why the preparation of pedagogic specialists for preschool education should have optimal preconditions for professional self-realization, operative selection and implementation of optimal methods for solving educational tasks. It requires pedagogical flexibility of thinking and activity in general.

¹ V. A. Bodrov, *Psikhologiya profesiinoj pridatnosti*, Moskva 2001; Burova A., *Pedahohichni innovatsii v doshkil'niï osviti*, "Doshkil'ne vikhovannia" 1999, no. 7, p. 21.

For mobility of pedagogue it is also important readiness to the possible changes of new specialization in terms of pedagogic activity. It is important to prepare professionally mobile specialists because in case of integration of Ukrainian education to the European community it will bring to mobility and competitive ability of preschool education specialist.

Theoretic analyze proves that academic mobility is the integrative characteristic of a person, which can be determined by the ability of future preschool education specialist to adapt successfully to the European educational environment, to overcome language barriers, to react dynamically and creatively on solving professional tasks and to predict the results of professional self-realization. Besides it is the academic mobility that appears to be a pre-condition for competitive ability of a specialist on international level.

The fundamental works for establishing the notion of academic mobility of future preschool education specialist among other there are scientific works of O. M. Shermet and S. L. Yakovleva. They describe mobility of future specialist as integrative quality of a person. Mobility presents the dynamic state of a person and characterizes his ability to adapt and to change social environment by establishing contacts in micro and macro society and also helps to show the competence. M. Shermet and S. L. Yakovleva emphasized in mobility of future specialists the following components: gnostical, active, motivational and communicative².

On the basis of analyzed researches we can establish the following criteria and factors of academic mobility (they can help in the development of mobility formation model): motivation of achievement and communication, creative approach, self-dependence, communicational skills, activity etc. (L. V. Znovenko, S. L. Novolodska, S. L. Yakovleva)³.

Praxis shows that nowadays a lot of lecturers at universities without knowing about academic mobility, instinctively find a way to its formation by using creativity, activity and self-dependence. We consider that those methods which are used to increase level of self-dependence, activity and creativity influence the formation of academic mobility of future specialists, because a personality is unified system, where everything is interconnected. But contradictions in modern professional education between the development tendencies of educational system and the degree of teachers' qualification, between the requirements of society to the degree of pedagogues' preparation and technologies for

² V. V. Khiminets', Ya. M. Sivokhop, V. V. Petrus, *Psykhologo-pedahohichni aspekty innovatsiynykh tekhnolohiy*, Uzhhorod 2006.

³ *Innovatsiyni poshuky v suchasniy osviti*, red. L. I. Danylenko, V. F. Palamarchuk, upor. H. M. Perevoznikova, Kyiv 2004; *Modernizatsiia vyschoi osvity Ukrainy i Bolons'kyi protses*, ukladachi: M. F. Stepko, Ya. Ya. Boliubash, K. M. Levkivs'kyi, Yu. V. Sukharnikov, "Osvita Ukrainy" 2004, 10 VIII, no. 60–61.

students study, between the degree of school leavers' preparation and requirements to the graduates of pedagogic specialties are quite obvious.

Contradictions mentioned above can be solved by using corresponding technologies, forms, tools and methods of students studies. Nowadays there is a wide range of such techniques.

One of such technique is a business game. Game technologies of study give a possibility to grasp all levels of knowledge perception from reproductive activity through transmuting to the creative and search activities. Creative and search activities can be more effective when they are preceded by reproductive and transmuting activities where students can master study techniques.

Besides all that, business game is a didactic method which makes study process more intensive and connects it with practical tasks. Business games give possibility to "give to study objective and social context of the future professional activity and to create more adequate conditions for creating personality of future specialists in comparison to traditional method of study"⁴.

In general business game there is determined as systematic method of modeling of different administrative and productional situations which are aimed at studying individuals and groups of people. The study includes method of imitation (repetition, reflection, demonstration) of different situations which can be acted out by given rules or by rules suggested by participants⁵, method of interaction of people in the process of achieving goals of economic, polytechnic or prestigious character. Business game is the form of activity of people which imitates practical situations and also is one of the tools of activation of process of study in the educational system⁶. It is a model of educational system based on stimulation of listeners to such intellectual actions as interpretation, conclusion and generalization⁷.

A lot of authors stress that the essence of business game is in the creativity of its participants, who should find the problem and the way to solve it. Unpredictability of business game makes it the specific method of cognitive activity. Increasing interest to business games can be explained that first of all business game is gaming technology of study (all the participants play different roles and make different decisions); second of all by using business games the study process is brought nearer to the practice (any business game teaches to make a decisions in real situations and to defend the opinion); third of all business game is a collective method of study (by using traditional methods each

⁴ V. I. Ustinenko, *Mesto i rol' igrovogo fenomena v kul'ture*, "Filosofskie nauki" 1980, no. 2, p. 69-77.

⁵ A. Burova, op. cit., p. 5.

⁶ L. Danylenko, *Osnovni problemy osvith'oyi innovatyky v suchasniy teorii i praktytsi*, [v:] *Pedahohichni innovatsii. Idei, realii, perspektyvy*: 36. nauk. pr., vyp. 3, Kyiv 2000, p. 16.

⁷ V. S. Loznytisia, *Psykhohohiia i pedahohika. Osnovni polozhennia*, Kyiv 2000, p. 10.

person reports about personally gained knowledge, skills and by playing business game solving of mutual tasks is performed together); fourth of all in the business games with the help of special methods we can create the emotional mood of participants⁸.

While determining business game as a form of reproduction of objective and social content of future profession, modeling the relation system which is specific for this activity, modeling professional problems, real every day contradictions and difficulties, B. Aismontas, V. Losnytsia take the attitude where in the business game students get the possibility to master the whole professional activity or its big fragments⁹. For teachers, particularly for future specialists games can be both professional activity and amateurishness¹⁰.

In general the game as any other complicated phenomena is described by many scientists. V. Ustynenko describes the game as “random activity, indicator of person’s attitude to himself, to the world and the main task is self-expression, formation of social behavior type and prediction of communicational situation for each person¹¹.”

Gaming techniques have some peculiarities which differentiate them from traditional methods: presence of gaming models of the object, process or activity; activation of thinking and behavior; high degree of participating in the study process; necessity of interaction between teachers and study material; intensification of emotions; creativity; independence in making decisions; strong wish to obtain new skills in short period of time¹².

Having analyzed foreign literature, dedicated to the method of business game A. Ailamzian and M. Lebedeva¹³ stressed that according to the results of the research students who took part in the game studied the technique of making decision, understood the necessity of theoretic preparation for practical work, met those problems which could appear during the real activity, mastered the subject better, developed the skills of interaction between other people, studied to perform different roles. It is also shown that the game in comparison to traditional method of study does not only give certain amount of knowledge but also develops the ability to analyze, synthesize and use the obtained information.

⁸ T. M. Khlebnikova, *Dilova hra yak metod aktyvnoho navchannya pedahoha*, Kharkov 2003.

⁹ B. B. Aismontas, *Teoryya obuchenyya. Skhemy y testy*, Moskva 2002, p. 102; V. S. Loznytsia, op. cit.

¹⁰ *Modernizatsiya vyshchoyi osvity Ukrayiny i Bolons'kyi protses*, ukladachi: M. F. Stepko, Ya. Ya. Bolyubash, K. M. Levkiv'skyi, Yu. V. Sukharnikov, “Osvita Ukrayiny” 2004, 10 VIII, no. 60–61, p. 27–28.

¹¹ L. B. Polak, *Dilova gra yak sposib organizatsii “piznaval'noi” diyal'nosti*, “Pislyadiplomna osvita v Ukrai'ni” 2001, no. 1, p. 72–73.

¹² T. M. Khlebnikova, op. cit., p. 16.

¹³ A. M. Ailamaz'yan, M. M. Lebedeva, *Delovye yhry i ikh yspol'zovanye v psikhologicheskoy issledovanyy*, “Voprosy psikhohyy” 1983, no. 2, p. 143–150.

Having performed comparative analyze of different methods of study B. Aismontas concluded that business game more than verbal methods can help to develop practical and working skills, theoretic knowledge and to reinforce knowledge and skills. As for development and inducement of a person to different aspects of activity, the game compared to other methods of study is the most effective¹⁴.

Business game develops reproductive and creative pedagogical and psychological thinking, adaptation abilities, professional and communicative skills and knowledge¹⁵. O. Skrypchenko, O. Kryvoviaz, L. Skrypchenko have also showed the advantage of business games¹⁶.

According to the game creators everything mentioned above is possible because games give a possibility to get the whole picture about reality with the help of reproduction of only important components of the system, shrinking of time and space limits, possibility to repeat the situation, discussion of game results, which helps to see the whole system from different prospective etc. Such an idea about reality has formed as a result of self-guided work of students in the certain situations. Imitational games, including business games, increase motivation to study by joining students to different situations, creating informal atmosphere during the study process, providing realization of different motives for different category of students, necessity of quick actions. In many works of foreign authors it is widely discussed the problem of motivation increase to study by using games. According to their opinion it can be explained by the fact that more talented students can achieve insignificant results with low motivation and vice versa.

According to P. Pidkasytoho and Zh. Haidarova technology of gaming forms of study is directed on studying students to realize the motives of their study, their behavior during the game and in life, so to form their goal and their own program of action which as a rule is hidden in the usual atmosphere and also to predict proximate results. Realizing of motives of their own activity will evoke feeling of personal interest and strong wish to achieve the result.

Together with positive estimations of business games for study, scientists also emphasize the limitations which should be taken into account while using the method. Much attention is paid to the false conclusions which can be made by students during the game, to the absence of knowledge transferring on real process because the participants can place in question the credibility of the game situation. There are also described failed business games which were

¹⁴ B. B. Aismontas, op. cit., p. 96–98.

¹⁵ A. P. Panfilova, L. A. Gromova, I. A. Bogachek, V. A. Abchuk, *Osnovy menedzhmenta. Polnoe rukovodstvo po keis-tekhnologiiam*, red. V. P. Solomin, Sankt-Peterburg 2004, p. 16.

¹⁶ V. A. Trainev, *Uchebnyye delovye igry v pedagogike, ekonomike, menedzhmente, upravlenii, marketinge, sotsiologii, psikhologii*, ucheb. posob., Moskva 2005.

turned into conference or seminar. The reason of such failures are that participants can be not familiar with the problem which is chosen as the basis for imitation, their inability to match the desired goal with their abilities and a huge number of factors included to the game. From the other hand there are no responsibility for false decision unlike real life. During the retraining some difficulties connected with engaging people to game may arise because people who have practical experience very often consider it as unnecessary waste of time or as a game in the direct meaning of the word¹⁷.

In general on the basis of scientific literature it is reasonable to say that first of all business game reveals personal potential of the participant. Each person can check his own possibilities separate and together with other participants. Second of all business game is often studied as a technology of group therapy, because the atmosphere of the group influence effectively on participants. Students learn how to overcome communicational barriers, improve personal skills (to get rid of those qualities which can present the problem for communicational functions). Third of all business game is the deductive method of creative (theoretical and practical) and professional thinking development. It can be achieved by structuring (on the stage of development) and realization (in the game process) of the system of problem situations and cognitive tasks. Subject matter of the game is the structuring of two real processes: production and the professional activity of specialists¹⁸.

Business games make students the participants of the problem which is studied. Advantages of using such games are:

- reflection of certain professional situation, which can emerge in the future work activity of students;
- exchange of scientific information, which is organized in the form of dialog;
- development of personal communication rules during the game;
- complex of psychological, technical and technologic issues in the process of academic communication;
- training creative thinking of participant contrary to technocratic;
- provision of humanization of the study process.

Using of business game during the study process will not only make the study active but also increase the emotional state of students and will not change the direction and accents in the relationship between students and lecturer. Relationship between participants, students and lecturer, students and material play an important role.

¹⁷ A. M. Ailamaz'yan, M. M. Lebedeva, op. cit., s. 144–145.

¹⁸ A. P. Panfilova, L. A. Gromova, I. A. Bogachek, V. A. Abchuk, op. cit., s. 16; L. B. Polak, op. cit., s. 69.

An experience of using and analyzing business games gave a possibility to describe positive results from using business games in the study process of adults. They are: increasing interest to the study process and to the problems which are presented; participants get new skills to make constructive decisions; change of motivation for perception of innovational knowledge; self-esteem of participants becomes more adequate; the development of innovational, analytic, economic and psychological thinking of students; system approach for solving the problem is used, because we can follow up decision making process in the conditions of time limits from the very beginning till the end of the game.

Conclusion

The preparation and professional retraining of pedagogues is determined by “National doctrine of educational development in Ukraine in XXI century“ as the condition of modernization of all educational system, it was the answer of government on social and cultural changes and request of Ukrainian people as guaranty of its intellectual enrichment and continuous increase of intellectual potential. In the context of modernization of educational process (especially at academic institutions) one of the most topical directions is the development of academic mobility. It requires not only development and providing the necessary psychological and pedagogical conditions but also taking into account all the spheres of students youth and their influence on the professional preparation.

We can state that business game is one of the most effective methods of academic mobility formation of future specialists because it helps to solve different tasks. It is the form of study and at the same time it is filled with special meaning. The game is one of the most effective methods of active study where direct and indirect goals are realized. In such a way the game is used for coordination and acceptance of certain values both communicative aspect and the aspect of establishing of certain approaches, variants and technologies of solving professional tasks. But we think that it is reasonable to study advantages or disadvantages of given method on theoretical and empiric levels. Besides the question of development of academic mobility formation model and search and check of efficiency of other ways of formation remains perspective.

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