



IMITATION MODELING IN ORGANIZING OF PRODUCTION PRACTICE

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ANNOTATION

The article deals with the development of theoretical and methodological bases for improving the quality of professional training of students of technical specialties in educational institutions during internships, as well as their training using simulation modeling tools and a set of developed didactic tools.

Keywords: production practice, education, institution, problem, imitation, theory, practice, laboratory, modeling, role play, elementary.

INTRODUCTION

The problems considered in the problems of students' internships showed significant shortcomings in this form of educational work. We had to find alternative forms of organizing the production practice, defining its content and forms of implementation. In the analysis and research of the problem, we have been able to argue that the simulation model can be a form of organizing production practices in colleges [1].

Simulation modeling is one of the types of playful teaching methods, which is why we will consider them in detail:

- Lack of independent work skills of students during laboratory work, practical assignments, course projects, practical work;
- Lack of organization and motivation of independent work of students;
- Passivity of students in the organization and formation of the educational process, that is, they become only listeners.

An analysis of the organization of different types of student work shows that they have mastered both the elementary skills of communicating with each other and with teachers at a loose level.

MAIN PART

This is the reason for the insufficient activity of students in both teaching and extracurricular activities.

Recently, playful teaching methods [2] have been actively introduced into the learning process, the main advantages of which are increased interest in the learning process, the acquisition of teamwork skills and the formation of management decision-making skills. At the heart of game methods is the simulation of real practical activity.

Game motive is a specific type of activity that is related to the game process itself, not to the outcome of the activity. game methods activate the process of mastering knowledge, skills and abilities, while the unpredictability of the situation makes play techniques a specific form of cognitive activity.

Game methods increase the effectiveness of training due to the depth and speed of information processing, allow you to master certain methods of decision-making in a short time, serve to collect information about the operation of complex systems, allow you to test new ideas.

Game techniques can be conditionally classified in the following order.

The business game represents a form of subject and social content of activity that includes hierarchical systems. they model both the conditions and the dynamics of a particular activity. This method is characterized by "strict" rules.

The game program will be strictly programmed. all decisions will be pre-determined and formulated, helping to build skills to act in standard situations. business games are incorporated into imitation models of teaching, where each subject is assigned a specific role. Maximum approximation to the real and practical activities of managers and specialists is achieved through the use of models of real socio-economic systems.

Business games are a team method, so it is possible to talk about their economic advantage. Game participants perform a variety of roles and make management decisions that are consistent with the interests of these roles [3]. There will be an opportunity to get feedback when conducting business games. During the game, students can not only gain new skills, but also experience new styles of relationships between partners.

It should be noted that participants in business games should prioritize cognitive activities over playful ones. The business game can serve as a support for practicing and mastering quick decision-making skills.

Specific learning objectives for business games include:

- training to solve specific management tasks;
- to teach to analyze the initial situations for a particular type of activity, to analyze their possible alternatives and their consequences;
- check the level of readiness for a particular type of activity;

The essence of business games is to recreate any subject and social content of professional activity, to model the system of relations specific to a given type of work in these periods [4].

Business games will have a number of features:

- the existence of a problem or task proposed for solution;
- the presence of a modeled object;
- modeling of management activity;
- Assignment of roles and role functions to players;
- the presence of interactions between players that repeat relationships and real connections in a hierarchical system vertically and horizontally;
- the multifaceted nature of the "decision chain" arising from each other;
- multi-alternative decisions;
- diversity of interests, the existence of conflict situations arising from the inaccuracy of information;
- Availability of teams in the game;
- Existence of a branched system of individual and group evaluation of game participants.

It should be noted that what distinguishes business games from other methods of active learning is that they are based not on individual elements of the socio-economic system, but on its whole model, and such models can include the object of management, management system and so on.

Depending on the purpose of the games, it will be possible to classify them into educational, qualification, production, etc. [5].

The use of business thinking in the study of academic disciplines in the economic cycle is widely used. They provide an opportunity to move from the abstract (abstract) reflection of economic concepts to a

concrete understanding of reality, to form the skills to use the acquired theoretical knowledge in their future professional activities, to form important professional skills and abilities.

Role play. It is designed to practice group relationships. It was first used in 1957. It is a free-type game in which the structure and rules are freely changed and adjusted. It therefore helps to develop the ability to act in non-standard situations.

Examples include the organization of lending, accounting for payment documents, calculating the solvency of the borrower, determining the reliability of the bank, accounting for promissory notes, settlements in the training bank and other operations.

Organizational activity. It was first used in 1981 by G. Shchedrovitsky. It is a flexible, mobile, and open system that focuses on the integration of team management decision-making skills, taking into account its prospects, optimality, and feasibility in a given environment.

Innovative game. This game was first used in the mid-80s of the twentieth century. It is an open, self-developing game, focused on developing a decision in specific situations when the decision is unknown, developing the skills to act in non-standard situations. This provides for maximum use of the potential of all participants in the game.

In the process of training specialists, along with game methods, training methods are also used. The term "training" is derived from the English word "train", which means exercise and training. Trainings are used both for psychotherapeutic purposes and to improve an individual's communication skills (e.g., in people with difficulty communicating with others), including communicative skills in people whose activities are based on intensive interactions with others (e.g., leaders, managers, educators, etc.). used in skills development products.

With the development of personal computers, a new class of games - computer games - also emerged.

In the process of computer games there is an active and visual transfer of knowledge about production and economic interactions, joint preparation of business decisions, taking into account various situations inside and outside the company, planning the company's activities and monitoring the implementation of plans.

CONCLUSION

Due to the limited duration of the internship and the wide range of tasks to be solved during this period, the training technology should be focused on the internship goals and objectives formulated in the internship program.

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