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## **USIND SIMULATION AND GAMING TRAINING OF STUDENTS IN AGRICULTURAL VOCATION SCHOOLS**

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*Анотація.* В статті розглядається використання імітаційно-ігрових методів навчання у професійній підготовці учнів ПТНЗ. Акцент робиться на взаємодію викладача та учнів у навчальному процесі. Гра - один із природньо-невимушених для дитини процесів, діяльність начебто марна і ,разом з тим, необхідна і повчаюча. У процесі застосування ігрових методів навчання розпочинається невимушене взаєморозуміння між учителем і учнями. У процесі гри в них виробляється звичка зосереджуватися, працювати вдумливо, самостійно, розвивається увага, пам'ять, інтерес до знань. Задовольняючи свою природну потребу в діяльності, в процесі гри учень здатен уявити те ,що недоступне у навколишній дійсності, і в захопленні не помічає, що вчиться - пізнає нове, запам'ятовує, орієнтується в різних ситуаціях, поглиблює набутий раніше досвід, порівнює запас уявлень, понять, розвиває фантазію. Використання цих методів при викладанні ряду предметів учням ПТО посилить пізнавальний інтерес до навчання.  
*Ключові слова.* Інтерактивні методи навчання: групові, колективні, колективно-групові, імітаційно-ігрові методи , ПТНЗ, ПТО.

*Аннотация.* В статье рассматривается использование имитационно-игровых методов обучения в профессиональной подготовке учащихся ПТУ.

Акцент делается на взаимодействие преподавателя и учащихся в учебном процессе. Игра - один из естественно-невынужденных для ребенка процессов, деятельность вроде ничего не значащая и , вместе с тем, необходимая и поучающая. В процессе применения игровых методов обучения начинается непринужденное взаимопонимания между учителем и учениками. В процессе игры у них вырабатывается привычка сосредотачиваться, работать вдумчиво, самостоятельно, развивается внимание, память, интерес к знаниям. Удовлетворяя свою естественную потребность в деятельности, в процессе игры ученик способен представить, что недоступно в окружающей действительности, и в азарте не замечает, что учится - познает новое, запоминает, ориентируется в различных ситуациях, углубляет приобретенный ранее опыт, сравнивает запас представлений , понятий, развивает фантазию. Использование этих методов при преподавании ряда предметов ученикам ПТУ усилит познавательный интерес к учебе.

**Ключевые слова.** Интерактивные методы обучения: групповые, коллективные, коллективно-групповые, имитационно-игровые методы, ПТУ, ПТО.

**Abstract.** The article is about of simulation-games, training methods in vocational schools . The focus is on the interaction of teachers and students in the learning process. The game - one of the naturally-relaxed for child processes activity, seems useless and yet necessary and instructive. Learning methods are playing relaxed rapport between teacher and students. They made a habit focused, thoughtful work independently, developing attention, memory, interest in knowledge during the game. The student is able to imagine what is available in the surrounding reality, and delighted not notice that learns - learns new stores, oriented in different situations deepens previously acquired experience, compares stock ideas , concepts, develops imagination for activity in the game. This methods in teaching of a number of subjects enhance cognitive interest in learning of vocational school's students.

**Keywords.** Interactive teaching methods: group, collective, collective group, simulation-game methods, vocational schools .

**Introduction.** Vocational agricultural training organically connected with social production and reproduction of works in the workforce of the country, the level of development of a socially-economic status of industries and services. It aims to provide fundamental, scientific, cultural prepare students for future life. Vocational education provides no easy mastery students a certain amount of knowledge, education and active life, humane and directed citizens of Ukraine who have in their life guided by national and international spiritual values. This goal is possible achieving in the conditions of formation of all activity levels, first of all, communicative activity of students, because it is communication as interaction aimed formation of future skilled workers [1].

**Problem.** In terms of European integration, special attention is paid to the quality of training skilled workers. The task of developing of new techniques to improve the formation of creative and inventive skilled workers who combine deep theoretical knowledge and practical training is so urgent . The great importance is the education of graduates in vocational schools in relation to their future participation in the development of post-industrial society and implementing their new production technologies.

Unfortunately, the practice of modern vocational schools formation of their knowledge, skills and productive communication, the development of interest and demand for it, dominates traditional teaching with established forms of work. Formation of active vital position of students requires specially designed and scientifically based system simulation games, which will allow for the introduction of targeted educational influence on the level of communicative activity of the individual in the learning process.

#### **Analysis of current research.**

Analysis of pedagogical theory suggests that the problem of improving the forms of the educational process attracts by many researchers. Primary place among types of innovative training takes simulation games. A significant

contribution to the development problems of the game in terms of psychology did by authoritative scientists D. El'konin and S. Rubinstein [5]. .

You can not leave aside the fact that recently dominated the number of works that examine the phenomenon in preparing students (A. Kapska, V. Rohynskiy, O. Khomenko). L.Kondrashov approach to defining the essence of simulation-game training and implementation process of learning it in high school.

A considerable amount of research on this issue is related to various aspects of improving the efficiency and effectiveness of learning through individual types of games and their complexes (A. Verbitsky, A. Zhornik, A. Matyushkina, P. Pidkasystyi, P. Shmakov, O. Yankovska) ; the organization and conduct educational game reflected in the works of N. Akhmetov, L. Baikova, P. Kolosov, V. Platov, V. Semenov, E. Hrutskiy and other, but position of formation of active communicative is not given a proper place [1,2, 3].

It is very important to search for effective ways and means of the individual student's education. This problem contributes to the implementation in teaching practice playing techniques that are designed to activate the students. That is why the study of teaching methods gaming is an urgent problem today.

**The aim of the article** is illuminated with the idea of using interactive teaching methods ,such as in the training of future skilled workers in vocational schools.

**The main material.**

The game is a natural activity of the child, in which he gets ample opportunity to identify personal activity, creativity, and demonstrate his potential. It is in game the child realizes own "I" ,takes the role of "anybody", changing its position on the individual child and specifically for the new adult position. In the process of communication through curiosity and admiration child tends to affirmation.

Throughout the history of mankind , game phenomenon attracted the attention of many famous psychologists of the XX century – L.S .Vygotsky, A.N .Leontiev, S.L.Rubinshteyna, D.B. Elkonin, V.V. Zenkovsky, A.V. Zaporozhets, et al. [5,7,10]. These scientists developed theoretical foundations of the historical origins

of the game, its social nature and psychological mechanism. Fruitful thought about playing as a method of training and education of students of different ages find in the scientific legacy of outstanding teachers working in different historical and social conditions : K.D. Ushinskiy, P.F. Kaptereva, P.P. Blonskii, V.K. Soroka-Rosinski], M.I. Demkova, A.S. Makarenko, V.A. Sukhomlinsky, S. Rubinstein, D. Elkonin and others. They concluded the exceptional value to the child and the need purposeful use in school, [6].

Didactic games take special place in the development of cognitive activity of students assigned. They combine elements of a complex educational process for children with interesting gaming activities. Didactic game has a structure that distinguishes it from other types of adolescents. Modern didactic game uses a range of teaching methods, because it is in tandem effective interaction between teacher and students, productive forms of communication with their inherent elements of competition, possible immediacy successful learning.

One of the major problems of modern pedagogical science is the search for effective ways and means of individual students, including vocational schools. The current educational process inherent prevalence of verbal communication techniques, underestimation of the importance of interactive communication, absence of interesting forms of educational activities and more. This problem contributes to the implementation in teaching practice playing techniques that are designed to activate the students [4,7,8].

Learning Game is a system of interrelated elements that are complex electoral involvement components. Didactic games have special place in the development of cognitive activity of students assigned. They combine elements of a complex educational process for children with interesting gaming activities. Didactic game has a structure that distinguishes it from other types of adolescents.

The game - one of the naturally-relaxed for child processes activity seems useless and yet necessary and instructive. Involuntarily charming and engaging as the phenomenon of life itself, the game is rather serious and difficult problem for science. Game as a teaching method, transfer of experience of older generations

younger people used since ancient times. Wide application finds the game in the popular pedagogy in preschool and after-school facilities. In today's schools, including vocational schools that are trying to activate and intensify the learning process, teaching methods used gaming as a separate item, a small part of the lesson. Clearly, educational process depends on the effectiveness of teacher's skill. The function of the game is diverse utility. Each type of game has its own utility., The game can be made with one student, a group or the whole class .It depends on the specific educational objectives of the lesson, its contents, individual psychological personalities of students and their level of development.

In the application of game methods of training ,many students increases interest in the educational process. These games fully implement training students to practice, produce their stance, accustomed to collective forms of work. Game initiates spontaneous cooperation between teacher and students. During the game they made a habit of focus, work carefully, independently, developing attention, memory, interest in knowledge. Satisfying their natural need for activity, during the game the student is able to imagine what is available in the surrounding reality, and to capture not notice that learns - learns new stores, oriented in different situations deepens previously acquired experience compares stock ideas , concepts, develops imagination.

Educational methods are: business games, educational games, racing games. Modifications business game can be considered a blitz game, game-exercise, role, operating, simulation games, etc. [9,10].

Didactic game as a teaching method, has its own definition. In the dictionary sources concept of "didactic game" is considered as a kind specially designed or adults inherited from previous generations of games used in the classroom under the direct supervision of the teacher. The main feature is the presence of didactic games, in addition to playing (for students), didactic clearly defined goal (for the teacher), regulation of gaming activities specially defined rules and game plan and game actions help maintain high activity and independence of children, filling teaching intelligent joyful positive emotions .

Business game today is simulation of professional activity. Characteristic features of business games the following: issue, goal, objectives; reduction of time; distribution and playing of roles; availability situations consistently solved, several situations several stages of the game; students forming their own decisions; a system of incentives; consideration of possible obstacles; objectivity of the results of the game; implementation.

In general, the business game play is defined as a method of social content and objective professional activity, modeling of relationships characteristic of this type of practice [3,9]. The development of cognitive abilities of students stimulates creative processes of their activity, relieves fatigue, creates a favorable atmosphere of training activities, increases interest in the learning process.

Business games encompass solving practical problems and have the following classification: research business games used in scientific research, the economy and production management as an effective method of experimentation; certification business games used for certification of personnel, to identify their jurisdiction; Training and educational games - a group of games, exercises to develop optimal solutions, using educational methods and techniques in conditions that created real circumstances in the classroom. The purpose of teaching Games - equip future teachers the ability to combine theoretical knowledge with practical activities.

Business game in vocational schools used to solve complex problems mastering new fastening material, cognitive activity students create a common educational skills of creativity, the formation of professional skills, education professionally important qualities of the individual, increased motivation, training in communication skills and more. Educational Game is a specific way to manage teaching and learning activities of students in vocational schools.

There are certain business features games that emphasize its relevance:

1. The use of business game enables to bring the learning process to the actual professional activity through role modeling functions as a professional activity.

2. Business game creates conditions for deep and full of learning based on systematic use of knowledge in the simultaneous solution of educational problems and simulated.

3. During the business game implemented various levels of intellectual activity of students: reproductive, heuristic, creative.

4. Business game recreates the actual processes of professional activity by running a role that contains a set of rules that determine how content and orientation, character action game.

5. Business is a two-dimensional game activities on the one hand, the student performs the actual activities related to address specific learning tasks, on the other - this activity is conditional, allowing it to be free and relaxed. This is what provides the emotional appeal of the game for future skilled workers.

6. Business game generates interest and emotional and value attitude to student academic and future professional activities.

7. Role play encourages the development of personal potential student, his self-realization and self-affirmation in situations gaming interaction.

8. Business game performs diagnostic function allows student to identify creative and professional abilities realize their potential.

## **CONCLUSIONS**

Business games in condition rapid growth of information are the most effective means to achieve more quality processing and mastering vocational knowledge, skills and abilities them. They not only arm of future skilled workers of scientific knowledge, but also form independent, develop and improve the capacity for creativity. Thus, the simulation-training game activates, motivates agricultural vocation students acquire innovative technologies, intensifying the process of perception and learning.

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