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**CORRECTIONAL AND PEDAGOGICAL WORK ON THE DEVELOPMENT OF INTERPERSONAL RELATIONS IN PRIMARY SCHOOL CHILDREN WITH MENTAL RETARDATION**

*The article presents practical material on the organization of correctional and pedagogical work on the development of interpersonal relations in primary school children with mental retardation. The results of the study will allow primary school teachers to identify ways to optimize interpersonal relationships of this category of children.*

**Key words:** *mental retardation, correctional and pedagogical work, communication skills, sociability, interpersonal relationships, communication, the need for communication.*

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**ABOUT EDUCATIONAL BUSINESS GAMES ON CLASSES  
IN MATHEMATICS IN HIGHER EDUCATION INSTITUTION**

**Abstract**

*The article is devoted to the formation of mathematical competence of a student-specialist, which means a complex phenomenon, expressed in the ability of the graduate to the adequate application of mathematical methods in professional activities for the purpose of its effective implementation.*

*A complex business game is given as a popular interactive method of learning, the definition of a business game is given, its modifications and stages of organization.*

**Key words:** *active and interactive methods of training, complex business game.*

New trends and prospects development of higher education are aimed at the formation of highly qualified, competitive graduates who are able to qualitatively solve the problems of the professional plan in a short time, using creative approaches of modern science.

The improving system of higher professional education is aimed at the introduction of new forms and methods of organization of independent work of students, taking into account the peculiarities of their future professional activities. The creation of new approaches to the formation of students' ability to think is based, in particular, on the development of methods of teaching mathematical disciplines included in the curriculum of training specialists in mathematical profile.

In this regard, it becomes relevant to develop teaching materials on the use of active and interactive methods in teaching mathematical disciplines [1].

In these conditions search of effective forms of work of the teacher with students of mathematical specialties extends. Thus, the teacher is faced with a rather difficult task not only to explain the lesson, but also to interest, inspire and prove that in professional activity only a fully developed specialist can compete in the labor market [1].

The use of only standard forms of education, such as lectures and the solution of standard examples, is not able to meet the needs of a demanding student, but it is impossible to completely exclude them from the educational practice.

The development and implementation of new forms and methods of training will allow students to form a clear understanding of the need to study the disciplines included in the curriculum, its place in the formation of professional competencies.

Among the interactive teaching methods used in the course of mathematics, the most popular are business games [2]. Complex educational business game is considered as a group exercise which means to develop a sequence of decisions in artificially created conditions, simulating the real production environment of the processes of organizational and mathematical systems.

The issues of the complex business game in the scientific and pedagogical literature are connected with the activity of the Moscow methodological circle in the 1950s, the leader of which was G.A. Schedrovitsky.

Ideas and methods developed by G.A. Schedrovitsky formed the basis of a large practical work of his supporters and students, who proclaimed a new era of games called organizational and activity games (OAG). The combination of rigidly structured activities with the strongest pressure on the personality of each participant gave unprecedented results: options for the development of situations with a high degree of uncertainty were developed. The method was used as a means of solving complex interprofessional complex problems.

Another important event that served the revival and active promotion of business games was the school "Business games and their software", held in 1975 in Zvenigorod, near Moscow, on the initiative of the Central Economic Institute of the USSR Academy of Sciences and the faculty of Economics of Moscow State University. This school played an important role in the Soviet "game»...

In the 70-ies – the time of popularization of the business game as a method of active learning, when the development and implementation of games engaged enthusiasts, whose experience has become widely promoted. During this period, whole schools of educational games are appeared: Tallinn school by V.K. Tarasov, role-playing games in training, business games in pedagogy [3].

The eighties are, on the one hand, the escalation of the business game, "...when the game began to be widely used in various sectors of the economy and replicated in the special methodical literature", and, on the other hand, their professionalization, "when they began to develop a variety of gaming culture of training managers".

Abroad, the first business games were developed and held in the 50s in the United States. The first games were used mainly for training students-economists and future managers of firms.

"The first machine game of the American company "Rand Corporation", designed for officers of the logistics service of the American air force, was developed in 1955 and although it was military, its problems were of an economic nature, because the game simulated management of the supply of spare parts of U.S. air bases located around the world" [3].

Today, the practice of business games in the world is very popular. Especially active business games are used in the practice of higher education, many Universities are innovators in the methodology of teaching business games. Today there are already several thousand different types of educational games. Manuals, catalogues and reference books on business games are published, regular schools and seminars are held. An international Association for simulation modeling and games has been established [4].

Business games, being an active form of learning, are different:

1. forced activation of thinking (forced activity) the student must be active no matter he wants it or not;
2. quite a long time of involvement of students into the learning process (almost throughout the class);
3. independent creative development of solutions, increased degree of motivation and emotionality;
4. constant interaction of students and teachers through direct and feedback.

Complex business game is a form of organization of independent work of students, in preparation for which students are forced to study part of the material, to solve problems of high complexity and non-standard tasks, activating their thinking abilities.

Having entered the conditions of competition, the student becomes interested in mastering the studied material, thereby overcoming the barrier to the study of mathematical methods acquired in the school. Complex business game is a non-standard situation for the student, in which he must not only apply the knowledge gained in the classroom, but also to gain experience in solving professional problems by mathematical methods.

The opportunity to "play" with the mathematical apparatus taking into account their professional orientation and prove to myself – "I can master this material" is the strongest motivating factor stimulating the student [4].

Let's consider the definition of what a complex business game is: A complex business game is a form of lesson organization in which students master the material studied at the lecture, through practice, while consolidating their knowledge by direct participation in those processes that were previously considered outside of personal experience [5].

The functions of business games in the learning process include the following:

1. Involvement of students in active learning. During the game each participant has a task and a role. In this case, the student concentrates all his mental abilities to achieve a desired result, and the competition between the participants of the business game allows you to develop teamwork skills.

2. Increase motivation to study theory. Students do not get the maximum benefit from the lecture until a situation appears that requires them to previously acquired knowledge. Instead of "memorizing" the lecture, which does not give a full understanding of the received information, students are offered to solve real situations with the help of the previously studied theory [5].

3. Providing an opportunity to get their own experience in the study area by modeling the game situation, close to real practice. When students participate in business games, they gain personal experience to consolidate interest in the process.

4. The increase in concentration. This is a separate problem of students prone to active learning. If the material is presented too abstractly, such students are not able to concentrate on the material.

When developing a business game, the definition of the theme and goals are the main points. So, for example, the subject can be reflected: the nature of the activity; scale of management; the composition of courts and the conditions of the environment [6]. When setting goals, it is important to answer a few fundamental questions:

- 1) What is this business game held for?
- 2) What category of trainees is this business game for?
- 3) What exactly should they be taught?
- 4) What results should be achieved?

The business game is a controlled system, as the game procedure is prepared and adjusted by the teacher. If the game takes place in the planned mode, the teacher cannot interfere in the game relations, but only observe and evaluate the game activities of students. But if the actions go beyond the plan, disrupt the purpose of the lesson, the teacher can adjust the direction of the game and its emotional mood.

The main question in the organization of a complex business game is how to evaluate its effectiveness, because the task of the game is not to entertain the student, but to involve him in the active process of mastering the content of the discipline. On the one hand, it is possible to assess the effectiveness in terms of what "place" in the ranking of the results of the business game could get one or another of its participants.

Then the result of the business game should be taken into account in the funded system. However, the student should not think that the result of the business game is absolutely reliably assesses its quality, as a holistic assessment of the knowledge and abilities of the student can be gi-

ven only with the help of a cumulative system that includes not only the results of the business game, but also tests, reports, exams, etc. [7].

The effectiveness of business games can be valued from the teacher: not from the point of view of its results for a specific student, but from the point of view of assessing what the effect of the business game in General is. Here it is important that the process of participation in the game prompted the student to new thoughts about what he had studied before.

Therefore, the result can be seen in lectures and seminars held after a complex business game. This is due to the fact that the business game allows students not only to understand something new about the simulated processes, but also to formulate their questions. In addition, the result can be seen from the extent to which the ability of students to coordinate group activities is manifested, as new situations are spontaneously modeled in the course of a business game. How students react to this depends on what they get at the end of the business game. It is important that they show the ability to act consciously and spontaneously to make the best decision during the game. Positive experience in this area will consolidate knowledge and will stimulate further work [7].

The methodical essence of the business game is to activate the thinking of students, to increase the independence of the future specialist, to bring the spirit of creativity in learning, to prepare for professional practice. This method reveals the personal potential of the student: each participant can diagnose their capabilities alone, as well as in collaboration with other participants.

The activity of students is bright, has a long-term character and "forces" them to be active. In the process of preparing and conducting a business game, each participant should have the opportunity for self-affirmation and self-development. The teacher should help the student to become who he wants to be in the game, show him his best qualities that could be revealed in the course of communication [8].

Thus, in order to increase the cognitive activity of students, the teacher is offered a variety of developed methods that he can use in his teaching activities. To implement the tasks of training active methods of training should be used systematically and purposefully.

When using group and collective forms of organization of work with students, it is necessary to take into account the individual characteristics of the study group and each student individually [9].

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**ФАЗЫЛОВА, А.А., УТЕМИСОВА, А.А.**

**ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДАҒЫ МАТЕМАТИКА САБАҚТАРЫНДА БІЛІМ БЕРУ  
ІСКЕРЛІК ОЙЫНДАРЫН ҚОЛДАНУ ТУРАЛЫ**

*Мақала студент-маманның математикалық құзыреттілігін қалыптастыруға арналған, бұл күрделі феномен болып табылады, ол түлектің кәсіби іс-әрекетінде математикалық әдістерді тиімді жүзеге асыру мақсатында қолдануға дайын болу қабілеттілігінен көрінеді. Оқытудың танымал интерактивті әдісі ретінде кешенді іскерлік ойын келтіріледі, іскерлік ойынның анықтамасы беріледі, оның модификациялары, ұйымдастыру және өткізу кезеңдері қарастырылады.*

**Кілт сөздер:** оқытудың белсенді және интерактивті әдістері, кешенді іскерлік ойын.

**ФАЗЫЛОВА, А.А., УТЕМИСОВА, А.А.**

**ОБ ИСПОЛЬЗОВАНИИ ДЕЛОВЫХ ИГР В ОБРАЗОВАНИИ НА УРОКАХ МАТЕМАТИКИ В  
ВЫСШЕМ УЧЕБНОМ ЗАВЕДЕНИИ**

*Статья посвящена формированию математической компетентности студента-специалиста, под которой подразумевается сложный феномен, выражающийся в способности готовности выпускника к адекватному применению математических методов в профессиональной деятельности с целью эффективного ее осуществления. В качестве популярного интерактивного метода обучения приводится комплексная деловая игра, дается определение деловой игры, рассматриваются ее модификации, этапы организации и проведения.*

**Ключевые слова:** активные и интерактивные методы обучения, комплексная деловая игра.

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**ОРГАНИЗАЦИЯ РАБОТЫ ПЕДАГОГА ПРОФЕССИОНАЛЬНОГО ОБУЧЕНИЯ  
С ОБЛАЧНЫМИ СЕРВИСАМИ**

**Аннотация**

*В статье рассматривается вопрос о применении облачных технологий в образовательном процессе. Представлен материал о том, как педагоги профессионального обучения применяют облачный сервис Google Drive в своей работе. Рассмотрен пример работы с облачным сервисом Google Drive. Облачный сервис Google Drive поможет педагогу с абсолютно любым уровнем компьютерной грамотности с лёгкостью освоить работу с данным облачным сервисом и освоить это новое средство преподавания и применять его на должном уровне. Технология облачных сервисов обладает большим потенциалом, так как в полной мере обеспечивает автономную коллективную работу студентов, обеспечивает наглядность презентации результатов.*

**Ключевые слова:** облачные технологии, облачные сервисы.

**1 Введение**

Одним из актуальных направлений развития современных информационных технологий являются облачные технологии.