ROLE PLAYING, AS A FORM OF MANAGER TRAINING

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Abstract. This article examines the structure of role playing, the main aim and forms. Mentions the methods of such activities and shows the result of practical work, which was held and played with managers. Also this article shows the answers of participants of the game and summarizes all the theory.

Keywords: Role playing, manager, "The Tower", training, individual, teamwork.

Role playing games and miniatures are helpful for preparing a wide range of representatives, yet they can be especially fruitful when working with low-talented faculty.

These days, organizations and associations now and again confronting and adapting to troublesome difficulties. It has become imperative that directors increase careful abilities and encounters so as to turn into a decent pioneer. There are numerous ways and techniques which can assist you with preparing a proficient supervisor. Since preparing them has become a major test for organizations and associations. Furthermore, one of the structures is role playing games.

The principle point and motivation of role playing is to permit an individual to rehearse an expertise or capacity they wish to create. Applying what you realize in a reenacted circumstance permits you to be more successful and agreeable in a genuine circumstance. With role playing games, a student can rehearse a few things all the while, can get constant input, and can change their conduct very quickly. A key component of role playing games d is that the student places themselves in the shoes they wish to fill or from someone else's point of view by and large. At the end of the day, they are "acting" as they wish to carry on. Role playing games expands on an individual's information and experience by convincing them to thoroughly consider how they will act in a given circumstance. It empowers the student to encounter the circumstance, or make a circumstance, to get ready for a future collaboration. Role play is important in light of the fact that it takes into consideration practice in a safe and nonthreatening way. Role playis a truly adaptable learning apparatus. It can take a few structures, should be possible in an exceptionally arranged way, or can be an impromptu action. Role play can help supervisors on an everyday premise and can likewise be useful in creating the executives capability in most, if not all of the abilities chiefs require today [1].

Manager - the boss, occupied with the administration of cycles and work force at a specific territory of the undertaking, association. It might be its proprietor, however is regularly a representative.

Manager, generally speaking, is an authority in the association wherein he works, and is remembered for the center and top administration of the organization, venture. The characterizing highlight of the supervisor is the presence of subordinates. The primary capacity of a chief is the board, which

incorporates the way toward arranging, association, inspiration and control. Contingent upon the size and number of the executives objects, the board levels are recognized, and, subsequently, chiefs.

One of the main forms of activity in manager training in particular is role-playing games. This type of activity was formed even in the preschool age of people, and in other words, the entire subsequent life of each person is a constant, non-stop process of mastering roles. A game is an activity that recreates social relationships between players. From this we can conclude that play is social in nature. In the course of the game, each individual learns to analyze and understand the meaning of the actions of other people, why a person performs this or that action, to understand their states and individual characteristics. The game includes a variety of elements - rules, norms, structure, etc. In the current situation, such an activity as role-playing games is practiced in many countries, especially in Western countries. It is especially widely used in the process of training managers, in higher educational institutions, schools, etc.

Games provide an opportunity to experience self-esteem and responsibility, gives joy and positive emotions, increases intelligence, allows you to achieve success and your goal.

The player learns to assist, to establish contact with other participants, while he recognizes not only himself but also the people around him. So de games teach to show emotions correctly, to draw adequate conclusions, to relate correctly to failures and mistakes.

Games are great for improving communication skills and relationships. In the course of the game, such vital qualities as concentration, perseverance, memory, perseverance, perseverance in achieving the goal are developed.

So, the game helps to reduce the level of stress and reduces a person's attitude in life, which is to mistrust the knowledge or statements received.

The plots of the game can be very different, both based on fairy tales or stories, based on different entertaining plot, in which questions are interwoven. Depending on the complexity of the plot, the level or rules of the game can be difficult or easy.

The value of the role-playing method includes a special group of game themes, it is used as the distribution among a group of people of different types of roles chosen according to certain internal characteristics that do not obey the external environment. The most key reason for using this method is that the participants interact with each other in within the framework of professional activity or in real life situations. Based on these definitions, it is possible to identify the main difference between the method of role-playing games and a business game; it is aimed at developing the technological competence of a specialist [2].

Important indicators of role-playing games are: the existence of

1. a certain form of the situation;
2. presentation and selection of special roles;
3. the difference in the role of the player, performing all kinds of roles;
4. game integration of participants;

5. the existence of a common task;

6. variability of judgments;

7. the existence of a certain grading system;

8. the existence of a leader who will control the entire process from the outside.

There are several ways to define roles:

1) Aquarium - the main participants gather in the center, the rest observe them and sit around.

2) Parallel - the participants are divided into two groups and two games take place in parallel in the same room, at the end the participants define the experience gained and discuss.

3) Role rotation - a method of role-playing in which all participants play the same role, this helps to show the attitude of each person when solving the same problem.

4) Exchange of roles - they use different methods of exchange, it can be an exchange between partners, as well as the use of those roles that are not used physically in real life or are unfamiliar or inaccessible, for example, exchange of roles, nation or race. This allows the participants to better feel the other person and look at themselves from the other side, as well as resolve conflict situations and problems that have arisen and help to avoid them.

5) Duplication - this method is used as playing the role of one person in which another participant integrates and expresses into the ear things that, in his opinion, the subject feels. Assistants in this situation stand behind the interlocutor's back and voice all actions.

6) Mirror- the main goal of this technique is to reproduce concrete, but unbiased behavior, one player by another. At the same time, the participant, whom he portrays, observes the actions of the player, like a spectator. This technique serves to show people how strangers see them. But despite this, it requires high control from the presenter, his conscientiousness, also emotionality and attention.

The preparation of these trainings and their playback consists of several stages. The first is planning - it requires the presenter to determine which roles will be available, to choose a certain one of the available methods of conducting the game, preparation of methodological content, as well as preparation of the situation, etc. Basically, the material is borrowed from literary sources or other available. The second stage is pre-game. It requires the leader of the meeting with the participants to explain the rules to them, as well as to analyze the roles and equip the room, as well as explain the instructions and warm up before the game. The third stage, the game itself, requires the participants to immerse themselves in the process as well as interact according to the chosen roles and experience. This stage implies playing the same situation several times but with different roles of the players, as well as repeating the situation with a different composition. During the training, the presenter actively observes what is happening, can provide assistance, as well as interrupt the game or change its course. The fourth stage is reflection on what has been received. At this stage, conflict situations are regulated, as well as ways of solving controversial tasks and providing an answer in the form of a way out of the situation are proposed. The moderators also

highlight the most significant results from the participants, generalize and summarize.

For our practical part, we chose a game called "The tower".

This is a great sales training RPG! It will help to assess competencies such as collaboration and result orientation. This game can be used both to evaluate candidates and to evaluate sales managers working for the company. To play, we needed pads for notes, pens, a stopwatch, A4 sheets of paper (about 50 pieces for each team plus spare), a roulette wheel. The game was held in the Mango store.

Before the start of the game, the participants were given the following instructions: they needed to build a paper tower with maximum efficiency, following the instructions. The game took place in 2 stages, in order to discuss and prepare the construction of the tower they had 15 minutes. At this time, they can use each sheet of paper for experiments only once, if they bent it for this test, then they can no longer use it, that is, they take new sheets [3].

The second stage is the actual construction of the tower. For this they were given 5 minutes. Before starting the formation, they had to put aside all the instructions and notes made, and fold the remaining paper in the center of the table. Each team started building a tower at my command. After finishing the work, the teams had to make it clear that they had finished. In total, they were given 50 sheets of paper, and if they needed, they could get them from me for an additional price, it is indicated in the instructions.

The tower must be no less than 80cm high and stand no less than 30 seconds. They could write the following rules on the board: no other material than the one that was offered to them can be used.

After we finished, we did a debriefing of the performance of each team in turn, as well as a structured group discussion. There were questions like:
• How did the discussion of the assignment go?
• How were the roles in the team distributed?
• Does the goal set by the team coincide with the goal of this task set by the coach?
• Have the team members taken into account all parameters: time, height, materials?
• What helped in completing the assignment?

So each team has answered these questions and here we may summarize their answers and the results of the game.

The members of the first team noted that the first thing they did was to assign their roles in the task assigned to them. To begin with, they decided who would manage and who would build the tower itself, respectively. All the goals are the same and they are happy with the result. Also, even this command took into account all the parameters, unfortunately they couldn't accomplish the main task: their tower wasn't stable and didn't stand as long as it needed. So here, this team lost their points. Teamwork and the fact that they approached to the main systematically. Also this team approves that a small amount of time was the main factor that prevented the quality execution of tasks.

The second team says that discussion of the assignment took a long time,

since initially the team members were rather passive, as a result of which they had to re-read the conditions and restrictions several times. After everyone understood the task directly, the discussion began.

The passivity of some of the team members significantly hampered progress. After long discussions on the options for building the tower, the participants decided to return to the problem again and only after that they noticed that the tower had to be built with the greatest efficiency.

In this connection, the discussion began in the second round. All team members perked up and began to take an active part in the construction, since quite prominent leaders were able to infect with excitement and rally all participants.

The roles in the team were distributed quite clearly. There were unequivocal leaders who suggested the main ideas, directed the discussion in the right direction, encouraged others to take part in both the discussion and the construction. The other half took mainly an executive position, that is, willingly and unquestioningly embodied the leader's ideas. As mentioned earlier, initially the team did not quite correctly define the main goal of the assignment. It was only after a lot of time wasted in discussion that the team decided to revisit the problem, and as a result, they found the need to build with the highest efficiency. However, after that, the main goal set by the team and the goal set by the coach became identical.

The both teams mentioned that the game was interesting and it rally helped to understand their own mistakes and disadvantages of their team works. Now they clearly understand, what they should do and how they should work in order to train and become good and professional managers.

So as we mentioned before the second team was a winner of this role game. They scored 50 points for the height(83cm) of the tower and also for stability 50 points. Their tower was stable for 47 seconds, while the aim was 30seconds. They finished the construction right in time, so didn't get any points for saved minutes. They didn't receive any additional sheets and used all amount of sheets.

The results of first team little bit different. So they also got 50 point for the height of the tower. It approached 85cm. But they didn't get any points for stability. Their tower was broken on the 25th second. They finished the construction earlier for 5 minute, so they got extra 5 points. This team also didn't receive additional sheets, but they had some extra ones, so they got other 9 points for saved sheets.

In all the first team scored 64 points while the second winners team scored 100 points.

In conclusion, It was very interesting to hold such activities at workplace in order to train the managers. As a result,it made the employees closer and also made them understand and hear other. Now they improved their teamwork and usually hold such activities in order to train their managers. The chef manager of the shop admits, that such type of activities very useful at workplace.

One of the methods is when an employee and a manager change roles, they play a certain situation, a clear understanding of the correct actions and their shortcomings comes to them. Moreover, such a change in activity helps to realize which ways and methods of work are more effective.

In the process of using such games, you can soberly assess the entire course of events from the outside, mark certain shortcomings in the work, as well as the necessary and missing qualities of employees. Also, during the game, you can give adequate and constructive criticism, thereby assessing the work of each of the characters. Role-playing helps build confidence and leadership skills. But like any coin has a downside, it also has its drawbacks. The main drawback of role-playing games is that people do not always attach great importance to them and do not take this type of activity seriously, which is not always professional.

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МЕНЕДЖЕРЛЕРДІ ОҚЫТУ ФОРМАСЫ РЕТІНДЕ РӨЛДІК ОЙЫНДАРДЫ ҚОЛДАНУ

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Аңдатпа. Бұл мақалада рөлдік ойынның құрылымы, негізгі мақсаттары мен формалары қарастырылады. Осындай іс-әрекеттің әдістерін көрсетеді және басшылармен жүргізілген және ойнаған практикалық жұмыстың нәтижесін көрсетеді. Сондай- ақ, бұл мақала ойынға қатысушылардың жауаптарын ұсынады және бүкіл теорияны қорытындылайды.
Тірек сөздер: рөлдік ойындар, менеджер, «Мұнара», оқыту, индивидиум, топтық жұмыс.

РОЛЕВЫЕ ИГРЫ КАК ФОРМА ОБУЧЕНИЯ МЕНЕДЖРОВ

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Аннотация. В данной статье исследуются структура ролевой игры, основные цели и формы. Указывает на методы такой деятельности и показывает результат практической работы, которая проводилась и игралась с руководителями. Также в этой статье представлены ответы участников игры и обобщена вся теория.
Ключевые слова: ролевые игры, менеджер, «Башня», обучение, индивидуум, командная работа.