Research Article

simulated enterprise - provocation for students and teachers in applying new learning methods and practice new skills

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Abstract

Constant re-evaluation of traditional learning methods aimed at adapting them as necessary and reporting to the demands of academia where traditional methods are increasingly being replaced by the non-formal, involving direct involvement of students, accountability, experience of role-playing, simulation activities in companies or firms, changing roles by passing successively through various departments, which requires the student to be placed in various situational conditions also an employee. This process is carried out successfully through Enterprise Simulate. They include theoretical and practical testing methods which are non traditional didactic If traditional methods involving exposure conversation teaching, demonstration, working with teaching materials, modern methods are non-formal because they include: algorithmic modeling, problem solving, training scheduled, case studies, simulation methods (working in different departments: legal, accounting, marketing, tourism, human resources), discovery learning. This paper aims to point out some of the peculiarities, advantages and novelty of this method of learning through discovery and direct involvement of students.

Keywords: enterprise simulate, non-formal learning methods, traditional learning methods

INTRODUCTION

One of the unique features of non-formal education is the wide range of methods that can be used in education programs. Selecting methods of implementation of activities for a group of programs should be based on the needs, preferences and specific target group learning.

For example, if the objective is to foster student learning through simulated enterprise, then you must use a complete system implementation that include a series of interactive and creative learning methods. On the other hand, if the objective is to provide the information necessary theoretical and practical training, the implementation system should emphasize specific methods of transmitting information.

Some of these methods of transmitting information were actually uses several stages of an educational process. Although, some of these methods may be more useful than others, should be recognized that in most cases will require several methods to achieve effective results in the formation professional a students, future specialists .

For therefore, when individual methods are selected, some of these methods of transmission of information they use more theoretical than practical ways. Hence the low capacity of adaptation of graduates to a job due to lack practical experiences now simulated by multiple forms used can reduce considerable emphasis weaknesses of higher education.

Thus, proper planning of activities which combine theoretical and practical methods of creativity in selecting the method of transmitting information specialist, creating a pattern to produce effective education opportunity for the target group, students future specialists.

The simulated enterprise due to the methods used in the transmission of information within the group, it transmits the desired content and planned objectives are achieved. An effective education program should include, where possible, to provide opportunities empirical methods (to experience physical) for the learner, it help the learner and to ensure that the learner will be using the information in the labor market, knowledge and skills obtained in courses and practical applications, within hours.

Simulated enterprise and particularities of non-formal learning by this methods

Due to the simulated enterprise activities, the student in the educational process, the methods considered practical domain can earn Know- utility obtaining a practical certainty of the information obtained theoretically. Such a method is simulated enterprise, means of informational support, emotional and social for those who learn new skills and competencies manages to facilitate the process of learning, manages to keep motivation utility, adaptability and integration into the new environment imposed by future work.

Methods of implementation of a program of entrepreneurial education and by learning simulated enterprise offers students the opportunity to discuss, clarify or obtain a better understanding of the new theoretical information. This method provides, in general, the opportunity for the learner to be able to integrate existing knowledge base in a competitive environment existing in the labor market.

Role Play

Role play is a good method by which participants can be put in a position to implement the theoretical elements in situations as close to the real ones. Participants are directly involved in resolving a situation being put in a position to assume the roles of characters involved. The situation described must stimulate interaction between participants / groups. It is an extension of the technique is that of "role sharing" in which participants pass successively through several roles becoming familiar with different perspectives so that the situation can be addressed.

Benefits, role play offers participants the opportunity to analyze behaviors and receive specific feedback

Disadvantages, risks are related to not taking roles or, conversely, to assume. Atmosphere or tone of a role play is determined by short-term expert. It is his responsibility to provide clear instructions when it involves a group in a role play. It sets the ground rules and boundaries. The instructor is one who can stop the role play when they see it loses realism of the game, character and educational value. Through role play, participants learn from experience game allows you to:

1. Experience how they would cope with certain situations. Spontaneous reaction can produce feelings and attitudes that might not resurface during a discussion. Actors and observers develop certain skills to understand and predict their behavior and others.

2. Saying an opinion or decision is a step towards concrete action. From information sent participants could deduct examples that Mrs. A would have to negotiate with Mr. B. In a role play, Mrs. A must go to Mr B to negotiate. In other words, role play showing the difference between doing something and just thinking about it.

3. Obtain an attitude change. Putting people with different temperaments in the same role, the maybe see how a person's behavior is not only important for personality but also for their situation.

Exercise control over feelings and emotions. For example, playing an irate customer, a participant could learn to become less irritated in real life. Most people have a sense of discomfort when experiencing first role play, but they get used to the game. Other people are unable to play a role play.

The best thing you can do is to talk about what they might say or do a person in a role. When you encounter such a person in the group should not force them to participate. There are many ways to present and lead a role play. Are usually conducted as follows:

• The expert teacher describes the roles and people will play different roles.

• Participants feel safe to play different roles. Wizard instructs them until it is sure that participants understand each role. Participants may be asked to voluntarily choose their role or be elected directly by the expert to play roles.

• Participants who plays roles are asked to say what they learned from what they experienced.
• Other participants will give feedback to those who played roles.
Sometimes role play can be used after using the case study method. Thus, playing different roles in the case study participants, students can make a difference through their behaviors and attitudes.
Role play can be planned or spontaneous introduced to increase the value of a learning situation. A conflict situation can be a perfect opportunity to play the role of those who are in conflict, but with the roles reversed. This can calm a conflict.

Visual methods

A picture is worth a thousand words. "Confucius"

Participants in training learn faster and better when the lecture is supported by visual methods. Studies in various universities have shown that the time required for submission of a concept can be reduced by up 40 percent and increases efficiency when presenting oral arguments are backed by visual support.
Value as an incentive visual learning is highlighted by renowned authors in the field of communication efficiency. It shows for example that an image is three times more effective than simply presenting verbal and verbal presentation and image together are six times more effective than simply lecture. Students get 75% of what I know the way visual and auditory pathways 13% 12% by combining tactile sensations to the olfactory and gustatory.
Visual support occurs in two versions - designed and Undesigned. Of the projected part films, videotapes, slides, computer graphics, transparencies. Undesigned visual media include physical objects, pictures, posters, audio tapes, billboard etc. There are several reasons why a trainer should routinely use visual material in the lectures.
These are useful and important because:
• Participants' attention attract and retain students
• emphasizes the important ideas
• reinforce the ideas expressed verbally
• increase the degree of retention of information
• reduce the possibility of misunderstanding Content and role of promotional activity

Flipchart

Flipchart is one of the most common methods used in the field of training for the transmission of information and visual Idel. Can be used to create illustrate the lecture while this is happening or can be prepared in advance. Most of the information written on flipchart can not be seen from a distance. Its efficiency decreases as group size increases. It is ideal to be used for groups between 15 and 30 students participating. Several techniques can improve the effectiveness of a presentation using flipchart:
• Are prepared flipchart before your presentation covers key points with sheets of paper that can be removed at the right time of the lecture.
• Key ads are written on flipchart before presentation and allow for free space word or set of words that will be required of students.
• Ideas and keywords are written on cards approximately 13X20 cm and are placed on flipchart as the ideas presented orally.
• Can be used in a variety of colors beyond black, including vivid colors with the participants - students are not accustomed.
• Upper third of flipchart must be kept clear to allow students to observe the entire surface thereof. Also, leave space in the lower third of flipchart order to add information. It is stressed or marker keywords to highlight their importance.
• Flipchart can be used to record information coming from students. Pot be used numbers to number ideas to encourage the generation of new ideas.
Visual methods used in various situations presentation of various materials in the Enterprise Simulate can improve and accelerate creativity and learning new information. This method can be used by a trainer along with lecture or other training methods. The most commonly used visual methods are flipcharul, video-projectors and movies.
The best result using visual methods can be achieved when the material to be used is professional quality, the equipment is in good working order and trainer- wizard uses to facilitate information, learning and active involvement students.

METHODS FOR DISCUSSION

Round Table: In a roundtable discussion, a small group of individuals (from 3-5), who have knowledge about a certain topic discussed it among themselves in front of an audience, possibly trainee teachers. Roundtable participants do not make a formal presentation, they only change ideas in a conversation that can create a discussion interactive, creative, with differences of opinion and soluţii pentru problem that may occur within the firm.

Dialogue: This method is similar to the one above, but is distinguished by the number of participants who are usually two. They may take a number of measures decision, make proposals or suggestions student group.

Symposium: In a symposium, a small number of speakers who know a particular subject, make short presentations successive. These presentations related, usually by 5 -15 minutes each, such situations occur at various events such as communication sessions, presentations, study materials before other students.

Forum: This form of discussion enables audience participation, involving more students through participation become active. In this case we can call on several forums. The best known are:

Open Forum: Audience members are allowed to intervene at any time of the meeting, making unschim ideas.

Forum – Round Table: Audience members, students hear roundtable discussions and allowed to ask questions or comment on the topics under discussion.

Forum - Symposium: Presentation hear audience members and students participate are allowed to ask questions, discuss or comment on the subject under review and debate.

Forum - Dialogue: audience members are allowed to ask questions, discuss or comment after dialogue.

Forum - lecture: After a formal presentation by a student on the activity of a subject company or decisions to be taken, group members are given the opportunity to ask questions, comment or request clarifications participating in discussions.

Colloquium

This method combines roundtable discussions and forums. During the discussion students are invited to comment or ask questions, especially if members table discussions or group leader believes that we need to clarify certain points, to discuss various topics that are omitted or. Return wanted to not create tensions and misunderstandings. Any interruption of the discussions at the table should focus on the subject at the time. When the problem was solved, the discussion at the round table organized can continue

Session 6 groups

In this case, students can be divided into groups of six to eight people talking on the basis of these complaints or those proposed by the leader, manager or deputy manager. Finally one person from each group could summarize and group discussions could present concluzia discussions.

Audience reaction

with this method, three to five students are shortlisted group to hear a presentation of a problem by other colleagues, and will respond further if the proposed problem, finally giving a summary and a interpretation of the information that has been presented. This method can be used effectively when there is a very large group and when the time for solving a problem is limited.

Period of questions

Occurs when group members have the opportunity to ask students questions after the formal presentations ended. Usually there is a time limit for each question and the entire cycle question - answer

Brainstorming

Group members are encouraged to participate by sharing ideas or suggestions for solving a problem. You do not have any point of the problem discussed until students from the series does not express his opinion to the proposed work. The purpose of this method is to generate a range of ideas, active and interactive, meanwhile, creative ideas without discouraging group participants. This, be obtained creative solutions to the problems under discussion and debate.

DISCUSSION BOARDS

For this situation, a group of students meet informally to discuss issues of common interest.

Workshop: In this case, a small group of people (25 students or less) having a common interest meet to study and discuss a specific topic or to enrich knowledge, skills or to acquire new skills.

Seminar: A group of students studying a specific topic meet for talks conducted by a recognized authority that can be expert manager Simulate Enterprise or group that can coordinate the discussion.

Simulation is a simplified model of a particular model or abstract process to be learned by a group of participants in a course for our students, participate in a kind of activity which combines case study of role play in order to reproduce as closely as possible the actual situation. The purpose of this method is to facilitate the transfer of theoretical knowledge into practice. The simulated enterprise students encounter situations that exist in real companies, but that through Simulate Enterprise manages only virtual. By this method may be familiar with the whole algorithm underlying function within a real company. Thanks to the experience obtained by this method simulated, students are able to apply theoretical knowledge in practice actually creatively and effectively, developing professionally in the labor market and future employment.

By carrying out simulation work, students can learn about what happens in a real firm, without assuming the risks of real life experiences.

This kind of activity

• Students allow a decision to experiment in situations "real" without being worried about the consequences of their decisions
• It is at the same time as a way to apply knowledge, develop skills and attitudes create a context similar to a real situation.

Advantages of this kind are:

• Have a practical character;
• Participating students are responsible for their own reactions;
• Greater involvement of the participant;
• Undertake immediate feedback; disadvantages:
• Require an extended period of time to form habits:
• Specifically requires a certain logistics:
• Simulation is often a relatively simple vision of reality:
• Requires a thorough preparation simulated situation and materials necessary to conduct business;

CONCLUSIONS

Simulated enterprise learning methods are multiple, they have advantages and disadvantages, but overall have some determined. The facilities: the experience they can get students through activities in simulated form, prepare students to assume specific roles while that be completed in a few characteristics:
• Stimulate activism to students;
• Increased operational valences of various categories of knowledge;
• Highlighting, more accurately, progress in learning and, according to him, facilitating regulation / self-regulation learning activities;
• Training and skills development of functional skills such processing, systematization, restructuring and practical use of knowledge;
• Training and capacity building investigation of reality;
• Training and capacity building cooperation, team spirit;
• Developing creativity;
• Develop critical thinking, creative and side;
• Developing the capacity of self-organization and self-control;
• Capacity development of peer and self-evaluation;
• Training and capacity building reflective and meta cognitive skills;
• Crystallisation of self-image goals;

• Develop learning motivation and training of effective learning style etc

In this context it seems necessary strategies and learning methods, alternate methods, techniques and learning traditional instruments with modern ones (alternative / complementary). Unlike traditional learning methods that perform an evaluation of a limited time in connection with an area greater or lesser content but still defined - alternative learning methods have at least two characteristics: on the one hand, makes evaluating the results closely with training / learning, often concurrently with this; on the other hand, they concern the results obtained over a period of time, aimed at the development of capacities, skills and especially changes in terms of interests, attitudes, coupled with interactive learning activities and practical application.

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