



colloquium-journal

ISSN 2520-6990

Międzynarodowe czasopismo naukowe

Art

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№8(95) 2021

← Część 2



colloquium-journal

ISSN 2520-6990

ISSN 2520-2480

Colloquium-journal №8 (95), 2021

Część 2

(Warszawa, Polska)

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«Colloquium-journal»

Wydrukowano w Annapol 4, 03-236 Warszawa Poland, «Interdruk»

E-mail: info@colloquium-journal.org

<http://www.colloquium-journal.org/>

CONTENTS

GEOGRAPHICAL SCIENCES

Мельник О.В., Смілий П.М., Мельнічук М.М., Зейко В.О. ОЦІНКА СКЛАДОВИХ ГЕОЕКОЛОГІЧНОГО СТАНУ ДОВКІЛЛЯ ВОЛИНСЬКОЇ І ПОЛІСЬКОЇ ЧАСТИНИ УКРАЇНИ	4
Melnyk O. V., Smilii P. M., Melniichuk M. M., Zeiko V. O. ASSESSMENT OF COMPONENTS OF THE GEOECOLOGICAL CONDITION OF THE ENVIRONMENT OF VOLYN AND POLISKA PART OF UKRAINE	4
Ахмедов Б. М., Мельник О.В., Смілий П.М., Мельнічук М.М. ГЕОГРАФІЧНІ ОСОБЛИВОСТІ ТРАНСФОРМАЦІЇ ВОДНИХ ТА ЗЕМЕЛЬНИХ РЕСУРСІВ В УМОВАХ ТЕРИТОРІАЛЬНОЇ РЕФОРМИ	7
Ahmedov B. M., Melnik O. V., Smilii P. M., Melniichuk M. M., GEOGRAPHICAL FEATURES OF TRANSFORMATION OF WATER AND LAND RESOURCES IN TERMS OF TERRITORIAL REFORM.....	7
Ахмедов Б. М., Мельнічук М. М., Ярошенко О. В. РЕГІОНАЛЬНІ ВІДМІННИ У СТРУКТУРІ СІЛЬСЬКОГОСПОДАРСЬКИХ УГІДДЬ ВОЛИНСЬКОЇ ОБЛАСТІ	10
Ahmedov B. M., Melniychuk M. M., Yaromenko O. V. REGIONAL DIFFERENCES IN THE STRUCTURE OF AGRICULTURAL LANDS OF VOLYN REGION	10

ART

Туркаві М. ОМАР АМІРАЛАЙ – ЛІДЕР СІРІЙСЬКОГО ДОКУМЕНТАЛЬНОГО КІНЕМАТОГРАФУ	14
Turkavi M. OMAR AMARALAY - LEADER OF SYRIAN DOCUMENTARY CINEMATOGRAPHY	14

EARTH SCIENCES

Хасановна А.А. ПРОБЛЕМА ПЛАСТИКОВОГО ЗАГРЯЗНЕННЯ В РЕГІОНАЛЬНОМУ МАСШТАБЕ	17
Khasanovna A.A. THE PROBLEM OF PLASTIC POLLUTION ON A REGIONAL SCALE	17

PEDAGOGICAL SCIENCES

Антонів А.А., Махрова Є.Г., Мандрик О.Є., Вечеркович І.В. РОЛЬ СУЧАСНИХ ТЕХНОЛОГІЙ В ЯКОСТІ ПРОФЕСІЙНОГО ПІДГОТОВКИ СТУДЕНТІВ 5 ТА 6 КУРСУ МЕДИЧНИХ ОСВІТНІХ ЗАКЛАДАХ	20
Antoniv A.A., Makhrova E.G., Mandryk O.Ye., Vecherkovych I.V. THE ROLE OF MODERN TECHNOLOGIES IN THE QUALITY OF PROFESSIONAL TRAINING OF 5 AND 6TH YEAR STUDENTS MEDICAL EDUCATIONAL INSTITUTIONS.....	20
Belkin I.V. BUSINESS GAME AS ONE OF THE KEY METHODS OF EDUCATIONAL TECHNOLOGY IN MODERN DEVELOPMENT CONDITIONS.....	22
Koloskova O., Bilyk G., Bilous T. GENDER PECULIARITIES OF SELF-ASSESSMENT OF PROBLEM-BASED LEARNING IN PEDIATRICS BY MEDICAL STUDENTS.....	25
Drachuk V., Zamorskii I., Kopchuk T., Shchudrova T., Goroshko O., Dikal M., Tkachuk O. IMPROVEMENT OF SOCIAL SKILLS AS A KEY TO PROFESSIONAL DEVELOPMENT OF A PHARMACEUTICAL WORKER.....	28
Хайдарова Ш.Н. ПЕДАГОГІЧЕСКИЙ ПОДХОД К ПОДГОТОВКЕ ВОСПИТАННИКОВ ДЕТСКОГО ДОМА К СЕМЕЙНОЙ ЖИЗНИ...31	31
Khaidarova S.N. PEDAGOGICAL APPROACH TO PREPARATION OF CHILDREN IN AN ORPHANAGE FOR FAMILY LIFE	31

PSYCHOLOGICAL SCIENCES

Kholodova O.O.

WAYS TO IMPROVE THE PSYCHOLOGICAL CULTURE OF STUDENT YOUTH34

Kholodova O.O.

AXIOLOGICAL MODEL OF PSYCHOLOGICAL ASSISTANCE FOR STUDENT YOUTH39

PHYSICAL EDUCATION AND SPORTS

Шатохина Т.А., Корохова Н.А., Вержбицкая Е.Г, Ишков Н.Г., Цеева Н.А.

ИЗУЧЕНИЕ ФАКТОРОВ РИСКА, ВЛИЯЮЩИХ НА СОСТОЯНИЕ ЗДОРОВЬЯ СТУДЕНТОВ45

Shatokhina T.A., Korokhova N.A., Verzhbitskaya E.G., Ishkov N.G., Tseeva N.A.

STUDY OF RISK FACTORS AFFECTING STUDENT HEALTH45

PHILOLOGICAL SCIENCES

Бринцева О.В., Подорожна А.О.,

ОРГАНІЗАЦІЯ САМОСТІЙНОЇ РОБОТИ МАГІСТРІВ ПРИ ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ.49

Bryntseva O., Podorozhna A.

HOW TO ORGANIZE INDEPENDENT WORK OF MASTER'S DEGREE STUDENTS

IN THE FOREIGN LANGUAGE TEACHING.49

Гареева Г.Н.

ЖАНРОВЫЕ ОСОБЕННОСТИ СОВРЕМЕННОЙ БАШКИРСКОЙ ДРАМАТУРГИИ.....52

Gareeva G.N.

GENRE FEATURES OF MODERN BASHKIR DRAMATURGY52

Гареева Г.Н.

РАЛИСТИЧЕСКАЯ И РОМАНТИЧЕСКАЯ ФОРМЫ ХУДОЖЕСТВЕННОГО

ПОЗНАНИЯ ДЕЙСТВИТЕЛЬНОСТИ В БАШКИРСКОЙ ЛИТЕРАТУРЕ НАЧАЛА XX ВЕКА55

Gareeva G.N.

RALISTIC AND ROMANTIC FORMS OF ARTISTIC RECOGNITION

OF REALITY IN BASHKIR LITERATURE OF THE BEGINNING OF THE XX CENTURY55

Мурсалова М.М.

СРАВНИТЕЛЬНОЕ ИЗУЧЕНИЕ ГЛАГОЛЬНЫХ СЛОВСОЧЕТАНИЙ

В АНГЛИЙСКОМ И АЗЕРБАЙДЖАНСКОМ ЯЗЫКЕ.....59

Mursalova M.M.

COMPARATIVE STUDY OF VERB PHRASES IN THE ENGLISH AND AZERBAIJANI LANGUAGES59

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BUSINESS GAME AS ONE OF THE KEY METHODS OF EDUCATIONAL TECHNOLOGY IN MODERN DEVELOPMENT CONDITIONS

Abstract.

The article outlines the role of innovative technologies in the educational space, considers the possibilities of use and the impact of business games on the creative activity of the future specialist.

Keywords: *business game, imitation, role play, "business theater", psychodrama, sociogram.*

Formulation of the problem. In the current conditions of Ukraine's development, when the economy develops on a market basis, a labor market appears, which requires qualitative changes in the conceptual basis of professional training of future specialists. Higher education in Ukraine, focusing on European standards requires innovative technologies and their implementation in the educational process.

The essence of the problem is to prepare students for active creative activity in the professional field. It is important that students develop the necessary professional and pedagogical knowledge, skills and abilities while studying in high school. Experience confirms that this problem can be solved, in fact, not by increasing classroom learning, but primarily by improving the organizational forms of educational work, use and improvement in the educational process of active teaching methods as the main component of innovative technologies [1, P. 11].

The most common in higher education are explanatory and informational teaching methods, which are to organize the assimilation of ready-made information by students through various means. The organization of these teaching methods is based on the principle of transfer of ready conclusions of science by the teacher. When using such methods, the possibility of students' search activity is not excluded, but the transfer of ready-made conclusions dominates. Students mostly memorize information, training only memory. But to learn does not mean to know. Skills cannot be acquired without active practical activity (consideration of specific situations, role and business games, etc.). The question arises how to adapt students to the peculiarities of the chosen profession as soon as possible, to identify those positive qualities that contribute to the formation of a professional creative personality. Activation of cognitive creative activity of students stimulates the use of business games in the educational process [2, P. 149].

The purpose of the article is to analyze innovative technologies in the educational space, business game as an innovative method of creative activity of the future specialist, consideration of such organization of the educational process in higher education, which offers the opportunity to ensure consistency, variability and individualization of the learning process.

Analysis of research and publications. The problem of application of innovative educational technologies is devoted to the research of V.P. Bepalka, I.V. Beha, I.Ya. Зязюна, О.Д. Padalki, О.К. Infantry, etc. The issue of development, implementation and use of business games in the training of specialists is revealed in the works of A.V. Verbytskoho, VR Kovalenko, II Носаченко, П.А. Oiler.

Presenting main material. If we talk about the formation of higher education is not just a qualified specialist, but a creative personality, it is necessary to give each student the opportunity for self-realization, self-development and self-education. Our students can get this opportunity if they use non-traditional teaching methods in the educational process, which are called active methods in educational circles.

Active learning forms in future professionals the ability to acquire knowledge independently, to form creative thinking, to reveal professional and cognitive needs and interests, to develop the ability to solve problems, to cultivate the ability to work in a team. It is to such active forms of learning and business game is [3, p. 9].

In higher educational institutions of Ukraine, business games have been given due attention since the mid-1960s. Today, the game as one of the oldest pedagogical tools is experiencing a period of development: it is successfully used in both school and university education. The growth of interest in the game is due, on the one hand, to the development of pedagogical practice, and on the other - to the social and economic problems of forming a comprehensively developed, active personality.

Business game is a modeling of real activity in a specially created problem situation. It is a means and method of preparation and adaptation to work and social contacts, which contributes to the achievement of specific tasks. Its constructive elements are the projection of reality, the conflict of the situation, the activity of the participants, the appropriate psychological climate, interpersonal and intergroup communication, solving the problems formulated at the beginning of the game [4, P. 142].

Business game is a complex, multifunctional action, which combines several interrelated activities: analysis and search for solutions, training, development, research, consulting, formation of collective activity.

Human play is a complex and multifaceted formation, which is of great importance for life and personal development. For a person, play is a natural form of activity that not only gives birth to the game, but is also able to consciously and freely make a choice between the game and other activities. It is in the game in an expanded form can be freely realized some psychological features of personality [1, P. 12].

In the educational process, the business game is used to consolidate the knowledge that the student acquires in the course of lectures and seminars, independent work.

The use of business games during training makes it possible to bring the educational process as close as possible to practical activities, to take into account the realities present, to make decisions in conflict situations, to defend their proposals, to develop in the participants of the game collectivism and a sense of team, to get results in a very limited time. In specially created conditions, the student "works" a variety of life situations that allow him to form a worldview, to defend their position [5, p. 21].

Business game today is an imitation of professional activity. Characteristic features of business games are the following:

- presence of a problem, purpose, tasks ;
- reducing the time scale;
- distribution and role-playing;
- the presence of situations that are solved sequentially, several situations, several stages of the game ;
- formation of independent decisions of students ;
- the presence of an incentive system ;
- taking into account possible obstacles ;
- objectivity of evaluation of game results ;
- summarizing .

All business games can be classified:

- 1) by time (games without time limits, with time limits, in real time);
- 2) according to the evaluation of activity (the game of each participant is evaluated or not);
- 3) according to the final result (games with strict rules and open games);
- 4) for the final purpose (educational, search, ascertaining);
- 5) according to the methodology of conducting (role, group, imitation, organizational and activity, innovative, ensemble);
- 6) by field of use (industrial, educational, qualification).

Business game, imitating a particular situation, allows you to solve specific problems and problems, to develop methods for solving problems. It has a rigid structure and rules, its main function is to develop skills and abilities to act in standard situations. Business game is used to learn new and consolidate old material, it allows students to understand and study educational material from different positions [6, P. 126-127].

Various modifications of business games are used in the higher educational institution:

1. Simulation games. The classes simulate the activities of a certain organization, enterprise,

educational institution, etc. Can simulate events, specific activities of people (business meeting, discussion of the plan) and conditions in which the event takes place (meeting room, office of the head). The scenario of the simulation game, in addition to the plot of events, contains a description of the structure and purpose of the processes and objects that mimic them.

2. Operating games. Help to work out the implementation of specific operations, such as methods of writing a work, the specifics of the calculation, and so on. Games of this kind are held in conditions that mimic reality.

3. Role games. They practice the tactics of behavior, actions, functions and responsibilities of a particular person. To conduct role-playing games, a model-play of the situation is developed, roles are distributed among the participants.

4. "Business Theater". Play a situation and human behavior in this situation. The student must mobilize all his experience, knowledge, skills, be able to get used to the image of a person, understand his actions, assess the situation and find the right course of action.

5. Psychodrama and sociodrama are very close to role-playing games and "business theater". It is also a theater, but already a socio-psychological one, in which the ability to feel the situation in the team, to assess and change the state of another person, the ability to get in touch with it are practiced. These types of games are most often used in the training of future teachers, social workers, practical psychologists [1, P. 13].

Game actions are determined by the target aspect of the game. They can be set in different ways: by the script, the host of the game, the regulations or formed by the players themselves in accordance with their own vision of the situation and the goals set before them.

In-game simulation is the creation of layouts that replace the objects of a real situation. The model of the game is realized, activated by its rules. The rules reflect the ratio of all components of the game. They can be transferred to the game from the social context in which the gameplay unfolds, taken from real life or invented. All these characteristics can also be applied to business games.

Organizing and conducting a business game is a very long and time consuming process. It consists in creating a game simulation model, determining the purpose, subject of the game and stages of its implementation, creating a scenario, a graphical model of interaction of participants, defining the rules of the game and the evaluation system of participants. The organizers of the game can spend a lot of time to implement it in the learning process, but should be indifferent to its main performers, do not take into account their individual characteristics, views on their future professional activities, student relationships in the group and the game ceases to be a game [3, P. 10].

As a rule, a business game consists of the following stages: acquaintance of game participants with the purpose, tasks and conditions of the game; instruction on the rules of the game; formation of working groups

by game participants; analysis, evaluation and conclusions of the game results.

At the first stage - preparatory - substantiate the choice of the game, determine the game goals and objectives, form a problem situation, develop a game scenario, prepare informational and methodological material.

In the second stage, the rules of the game and the functions of the players are considered.

The third stage depends on the content and form of a particular game and consists in discussing the problems posed by game participants, making generalized decisions, their analysis [5, p. 22].

Conclusions. Business game is a specially organized form of learning with the transformation of theoretical knowledge into activity. The game-simulated activity becomes like an inner core, around which knowledge is accumulated and consolidated, and the very logic of the activity causes the need for new knowledge.

Types of business games can be grouped as follows:

1. research business games - used in research, economics and production management as an effective method of experimentation;
2. attestation business games - used for attestation of personnel, to identify their competence;
3. educational and pedagogical games are group games, exercises on development of optimum decisions, use of educational methods and receptions in the conditions which are created by real circumstances at employment.

Business games in the conditions of fast growth of the volume of information, need of better processing and mastering are the most effective means of achievement of strong, deep knowledge, skills and abilities.

They not only equip students with the results of scientific knowledge, but also form independence, develop and improve creative abilities.

The development of students' cognitive abilities stimulates the creative processes of their activities, relieves fatigue, creates a favorable atmosphere of educational activities, increases interest in the learning process.

Thus, the business game provides active creative activity of the student, creates conditions for the increased motivation and emotionality and develops critical thinking.

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