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The game technology use for the various fields' specialists training

OLEKSANDRA DATSKO, NATALIIA VYTRYKUSH, NADIIA PARANYAK, ANNA ROMANIV. **The game technology use for the various fields' specialists training.** *The article considers game learning technologies that can be used in higher education institutions. The expedient methods for training different specialists, like managers, teachers, lawyers are analyzed. There is paid attention to the training of critical infrastructure specialists who will apply their knowledge in rescuing people.*

Keywords: Higher Education Pedagogy, game learning technologies, professional training, rescue training



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The Ukrainian Education Law [19] indicates that the purpose of education is the comprehensive development of human as a person and the highest value of society, its talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization.

The educational processes in Ukraine today require an increase in the training level of highly qualified specialists in various fields.

The reform of education is under way in Ukraine today. The consequence of such reform should be the achievement of a qualitatively new level in the study of basic and professional subjects, creating conditions for the education of a young people generation of good professionals and specialists, modern competitive professionals, socially active individuals and morally conscious citizens for Ukrainian and global society.

The main task of teachers and scientists is to find a modern approach to the educational process, to create and implement innovative teaching methods and technologies, among which are active forms of learning and game technologies.

The active form uses of learning in the professional and general disciplines teaching is due to a number of reasons: students must not only gain certain knowledge, but also be able to apply them in a specific practical situation.

The purpose of this article is to systematize the existing interactive game teaching methods for various professional disciplines, including critical infrastructure specialists.

The Pedagogy of Higher Education should ensure the implementation of the following functions: educational, scientific-cognitive, motivational, transformative, predictive, projective, culturological, adaptive, formative-educational and formative-professional. **The article relevance** is that as a result of mastering interactive game teaching methods it is possible to provide appropriate knowledge and skills of students, who will then become high-quality professionals.

Analysis of recent research. Play as an educational process was considered by our ancestors as an important component in the children and youth education, and also attracted the scientist's attention: philosophers, sociologists, psychologists and pedagogues throughout all human history. In particular, philosophical, cultural and pedagogical approaches to the game are reflected in thinkers of the past (Aristotle, Plato, J.-J. Rousseau, G. Spencer, J. Locke, J. Comenius, G. Skovoroda, etc.). A. Makarenko, V. Sukhomlinsky, S. Shatsky and

others considered the game significance in the various pedagogical aspects of their works.

Modern Ukrainian scientists in the pedagogical area (V. A. Gladush, I. V. Zaichenko, V. L. Ortynsky, O. V. Malykhin, M. M. Fitsula) pay attention to the educational process active methods importance [6, 7, 11, 13, 18].

The active learning technology involves the use of active learning methods focused on the student's personality, his active participation in self-development, obtaining quality knowledge, professional skills and creative solutions specific problems [5].

Game methods are multifaceted, and each of them in one way or another contributes to the certain skill development. In view of this, there are distinguished games-exercises, game discussions, game situations, role and business educational games, computer business games [6].

The active learning technology involves the following active teaching methods: project methods, case methods, professional situations modeling methods, role and business games, round tables, etc. [1, 2, 6, 8, 16].

The main material.

The pedagogical process at the institution of high education is a purposeful, motivated, expediently organized and content-rich system of subjects and objects educational process interaction to prepare students for professional activity and social life.

The subjects of the educational process are, first of all, lecturers who, in order to achieve the main goal of the learning process - getting students certain knowledge, perform various roles [11]: teacher, methodologist, source of information, motivator, inspirer, coordinator, controller etc.

All these roles performing makes the lecturer a true professional, but for the most effective organization of constructive interaction with students, special attention should be paid to the issue of student learning motivation. To make learning more effective, the student must be captured, make him an active participant in the learning process not just to explain, but to prove the need for knowledge.

The object of pedagogical activity is a student. The results of the educator's activity are materialized in the knowledge, skills, abilities, character traits of another person. The peculiarity of this object is that it simultaneously acts as a subject of activity, but not pedagogical, but educational, playful, research, communicative. The object of the student's activity is scientific, theoretical and practical information that he has to learn.

The student is not born as an activity subject, but becomes it under the education influence. The teachers are those who must help the student to become an activity subject, which is based on self-movement, self-affirmation, self-improvement.

In Ukrainian higher education institutions, the game is increasingly introduced as a teaching method. The use of active learning forms in the professional disciplines teaching is due to a number of reasons: students must not only gain some knowledge, but also be able to apply them in a specific practical situation. However, future professionals who will work in different fields need to improve different skills.

Situational tasks should be used by future critical infrastructure specialists, for example, future **rescuers** majoring in **Civil Safety**, as well as police and medical personnel. In an emergency, the decision-making skills to overcome an emergency situation, as well as the provision of emergency medical care to victims at the scene, will be extremely valuable. No less important are practical psychological training classes for reducing stress in extreme situation.

During an emergency, a person is in strong psychological stress and from the behavior in these moments often depends the counteract effectiveness to the negative factors that brings this event. The notice on the moral and psychological safety aspects and skills development in a situational game will teach students the ability to resist fear and disorganized actions in extreme situations, the willingness to overcome their own insecurities and indecision. In most cases, the result of panic appearance among the victims is ignorance, low level of preparation for action in emergencies, lack of psychological hardening, lack of truthful information. Psychological safety and human endurance issue consideration in extreme situations will give students not only a general idea of the dangers, but also teach them to use the knowledge gained in the future profession, properly assess dangerous situations and make optimal decisions without losing psychological balance [3, 4].

The work specifics of **managers**, **financiers** and other **economic professionals** require adequate management decisions. For them, the best active teaching methods will be the next: project methods, case methods, professional situations modeling methods, situation analysis method, role and business games, round tables and so on.

These methods task is not just to impart knowledge, but to learn what to do in unique and unusual situations that they will deal in real life tomorrow.

The focus of these methods is shifted from the transferring management concepts and knowledge process to the ability analyze and make decisions development. Providing students during university studies with the opportunity to analyze situations, look for optimal ways to solve them, develop initiative, develop group projects, etc. is the most valuable in the active learning methods use. The advantage of group work in both business organizations and the learning process is that such work has a synergistic effect by joining forces, the group as a team can achieve greater results than if its members work individually. Given all these advantages, in teaching most disciplines of "Economics and Entrepreneurship", "Management" makes sense to use active forms learning [1, 9, 17].

Other skills need to be developed by jurists - future judges, prosecutors, lawyers. Debate is a game that aims to help law students develop the skills needed to achieve life success in modern society [13].

Students receive many benefits from debate. Working together to better prepare for the debate, participants turn from team players into true friends. The debate begins with a goal that is a short and simple statement, which determines what exactly both parties will discuss.

Playing debate, there is important to listen opponents carefully, then not only their position will become clearer, but also, perhaps, the strengths and weaknesses of the team. After all, it is clear that rivals will talk long and hard about their strengths, and very little will be said about what they do not know very well. In debates, the ability to listen is very important because those players who do not know how to listen do not always understand the weakness of their opponents' arguments.

Success in debate is team activity. As in any game, in a debate everyone has a role and responsibilities, but the team must work together, helping and complementing each other.

Like jurists, the dialogue skills should master the future **teachers, social workers**, because their work involves active communication with other people, like students or people with disabilities, retirees, and so on. Business play is an important didactic method that intensifies the learning process and closely connects it with practical activities. Teachers-practitioners consider it as an active learning method, which is based on imitation, modeling, reproduction of a real pedagogical situation in a game form. In it, each participant plays a role, performs actions similar to the behavior of the educator (teacher), pupil (student) or other subjects of the educational process. Business game is used as a practical training method, serves as a means of knowing moral and ethical norms,

mastering the skills and abilities to make adequate decisions in imaginary educational situations [10, 15].

If future social professionals will know about the ends of many topics study with a didactic game in which they must show not only their knowledge but also the ability to prove their professional competence, they will be more responsible for the systematic study of disciplines. The most situations in the game can have several solutions, and this will require its participants to have in-depth knowledge not only a specific topic, but also all courses of professionally-oriented and practice-oriented disciplines. Thus, the didactic game is an effective method for training specialists in the social sphere, its use in the educational process gives positive results: increasing interest in training; much more information is assimilated; students' self-esteem becomes more objective; the practice of constructive interaction is acquired; the motivation to acquire knowledge changes positively [12].

This group form of educational activity has many significant advantages: it develops students' communication skills, provides knowledge exchange, promotes the formation of learning motivation. Very often in such work there is a pattern: group work "involves" in active work, even passive, poorly motivated students, because they cannot refuse to do their part of the work without being obstructed by others. Besides, subconsciously there is an attitude to competition, the desire to be no worse than others.

One of the effective ways to intensify students' learning activities at the **foreign language learning** is not only that students have the opportunity to immerse themselves in a foreign language environment, thereby increasing their foreign language proficiency level, but also to undergo psychological and emotional training before performing certain professional roles and situations. It is worth noting that this work form requires a lot of attention from both the teacher and the students. First of all, it is necessary to coordinate the business games conduct in foreign language classes with the students educational and personal experience. Namely, it is advisable to conduct them in senior courses at the university, when students have already mastered the appropriate level of foreign language skills and acquired basic professional knowledge. In order to form students' ability to intercultural communication, business games should provide non-standard and problematic. To conduct them, it is necessary to carefully select topics and materials (texts, audio or video materials) that would raise current issues of a professional nature and

encourage participants to a constructive discussion in a situation of intercultural communication. The players roles and functions must adequately reflect the real picture of the professional activity modeled in the game. With a successful distribution of roles, each student can fully assert himself [14].

The importance of business games is that knowledge change its traditional role. The daily knowledge achievement becomes a daily activity for students, and in business games knowledge is an important tool for solving life's problems, because they are associated with success in life, and success is victory.

Active forms of learning change the teacher role, because knowledge must be publicly revealed during the game. The best possible students' knowledge is important for the teacher, students also try to study the material more deeply, because the success of the whole team depends on their performances.

Forms of teacher participation in students' discussions can be varied, but in any cases not imposing their own opinion. It is best to do this through the fine-grained discussion control, through the problematic issues formulation that require productive thinking, creative search for truth. This, as practice shows, is possible when the teacher expresses his point of view only in the order of drawing conclusions from the student's statements and reasoned refutation of erroneous judgments.

As a result, the teacher and the student interests coincide, because both parties are focused on success, increasing efficiency, the degree of the material assimilation, the level of independent work and creativity. The student intellectual activity, emotional state, feelings expression reaches the highest level, and the intellectual game further strengthens these emotions and feelings of pleasure from the game itself. Therefore, the teacher becomes a mentor and consultant, directs the student's activities for independent knowledge search.

Conclusions

Education reform in Ukraine shows the need to increase the educational process efficiency. This can be achieved by reducing the non-productive costs of class time, expanding opportunities for self-study, improving teaching quality.

Among the various forms of classes organization, students are most interested in games and game situations, because they bring the learning process closer to the real life, contribute to the practical skills formation, provide practical orientation of learning.

Learning, as a two-way process, is the students and teachers interaction, so it can be effective only when the both parties make an effort.

The socio-psychological game impact is manifested in overcoming the student's fear of speaking, in the formation of a communication culture, especially the dialogue culture. The game forms the ability to make independent decisions, evaluate their actions and the actions of others, promotes the activation of knowledge.

Thus, using game learning technologies, teachers provide active creative action of the student, make conditions for increased motivation and emotionality, develop critical thinking, and as a result, train the highest-level professionals able to compete in the labor market.

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Abstracts

ОЛЕКСАНДРА ДАЦЬКО, НАТАЛІЯ ВИТРИКУШ, НАДІЯ ПАРАНЯК, АННА РОМАНІВ. **Використання ігрових технологій при підготовці фахівців різних галузей.** У статті розглядаються ігрові технології навчання, які можуть використовуватися у вищих навчальних закладах. Проаналізовано, які методи доцільні для навчання різних фахівців – менеджерів, педагогів, юристів. Звернено увагу на навчання фахівців критичної інфраструктури, які будуть застосовувати свої знання при рятуванні людей.

Ключові слова: Педагогіка вищої школи, ігрові технології навчання, фахове навчання, навчання рятувальників

АЛЕКСАНДРА ДАЦКО, НАТАЛІЯ ВИТРИКУШ, НАДЕЖДА ПАРАНЯК, АННА РОМАНІВ. **Использование игровых технологий при подготовке специалистов различных отраслей.** В статье рассматриваются игровые технологии обучения, которые могут использоваться в высших учебных заведениях. Проанализировано, какие методы целесообразны для обучения различных специалистов - менеджеров, педагогов, юристов. Обращено внимание на обучение специалистов критической инфраструктуры, которые будут применять свои знания при спасении людей.

Ключевые слова: Педагогика высшей школы, игровые технологии обучения, профессиональное обучение, обучение спасателей

OLEKSANDRA DACKO, NATALIJA VYTRYKUSH, NADIA PARANIAK, ANNA ROMANIV. **Wykorzystanie technologii gier w szkoleniu specjalistów z różnych dziedzin.** *Artykuł rozważa technologie gier, które można wykorzystywać na uczelniach. Analizuje się, jakie metody są przydatne do szkolenia różnych specjalistów – menedżerów, nauczycieli, prawników. Zwrócono uwagę na szkolenie specjalistów od infrastruktury krytycznej, którzy stosują swoją wiedzę przy ratowaniu ludzi.*

Słowa kluczowe: *pedagogika licealna, technologie gier, szkolenie zawodowe, szkolenie ratownicze.*