

COLLECTION OF SCIENTIFIC PAPERS

SCIENTIA

3

DECEMBER, 2021

BERLIN, GERMANY

FEATURES OF THE DEVELOPMENT OF MODERN SCIENCE IN THE PANDEMIC'S ERA

I INTERNATIONAL SCIENTIFIC AND THEORETICAL CONFERENCE

VOLUME 3



**EUROPEAN
SCIENTIFIC
PLATFORM**





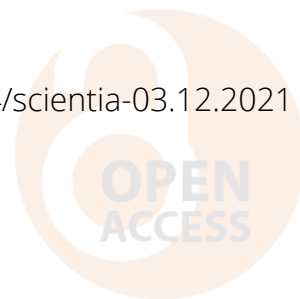
3 December, 2021

Berlin, Germany

**FEATURES OF THE DEVELOPMENT OF
MODERN SCIENCE IN THE PANDEMIC'S ERA**
I International Scientific and Theoretical Conference

VOLUME 3

Berlin, 2021



Chairman of the Organizing Committee: Holdenblat M.

Responsible for the layout: Bilous T.

Responsible designer: Bondarenko I.

- F 44 **Features of the development of modern science in the pandemic's era:** collection of scientific papers «SCIENTIA» with Proceedings of the I International Scientific and Theoretical Conference (Vol. 3), December 3, 2021. Berlin, Germany: European Scientific Platform.

ISBN 978-1-68564-142-9

DOI 10.36074/scientia-03.12.2021

Papers of participants of the I International Multidisciplinary Scientific and Theoretical Conference «Features of the development of modern science in the pandemic's era», held on December 3, 2021 in Berlin are presented in the collection of scientific papers.



The conference is included in the Academic Research Index ReserchBib International catalog of scientific conferences and registered for holding on the territory of Ukraine in UKRISTEI (Certificate № 223 dated February 25th 2021).

Conference proceedings are publicly available under terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0).

UDC 001 (08)

© Participants of the conference, 2021

© Collection of scientific papers «SCIENTIA», 2021

© European Scientific Platform, 2021

ISBN 978-1-68564-142-9

CONTENT

SECTION 21.

PEDAGOGY AND EDUCATION

BUSINESS GAMES AS A METHOD OF LEARNING IN MODERN REALITIES

Bolotnikova A.O. 7

DIGITAL TOOLS FOR ESP TERMINOLOGY TEACHING

Nikitina N. 10

PSYCHOLOGICAL FEATURES OF PREPARATION FOR A CONCERT PERFORMANCE OF FUTURE TEACHERS OF MUSIC ART

Tsuranova O., Musienko M. 14

ВИКОРИСТАННЯ АВТОРСЬКОГО ІНТЕГРОВАНОГО НАВЧАЛЬНОГО КУРСУ «ПРАКТИКА ПСИХОЛОГІЧНОЇ ДОПОМОГИ (ЗА МЕТОДИКОЮ Н.В. РОДИНИ)» У ПРОЦЕСІ ПІДГОТОВКИ ПРАКТИЧНИХ ПСИХОЛОГІВ

Родіна Н. 16

ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ У НАВЧАННІ – ОСНОВНА КОМПОНЕНТА ФУНКЦІОНУВАННЯ СИСТЕМИ ВИЩОЇ ОСВІТИ В УМОВАХ КАРАНТИНУ

Думашівський Я.Є. 20

ІНФОРМАЦІЙНО-ОСВІТНЄ СЕРЕДОВИЩЕ ЯК ЗАСІБ НАВЧАННЯ

Петренко С.І., Вернидуб Г.О. 22

ОСОБЛИВОСТІ ВПРОВАДЖЕННЯ ДИДАКТИЧНИХ ІГОР НА УРОКАХ ІНТЕГРОВАНОГО КУРСУ «Я ДОСЛІДЖУЮ СВІТ» В УМОВАХ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Замятіна В.М. 26

ОСОБЛИВОСТІ ДОСЯГНЕННЯ ЦІЛЕЙ СТАЛОГО РОЗВИТКУ У ПРОФІЛЬНИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ НА ПРИКЛАДІ ХАРКІВСЬКОГО НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ РАДІОЕЛЕКТРОНІКИ

Науково-дослідна група:

Белянінова Г.Г., Драз О.М., Ткачов В.М., Чала Л.Е. 29

РОЗВИТОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ СТУДЕНТІВ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ У ВИЩІЙ ШКОЛІ

Корнюш Г.В. 32

ФУНДАМЕНТАЛЬНІ ЦІННОСТІ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ

Дуліна Т.С. 35

SECTION 22.

PSYCHOLOGY AND PSYCHIATRY

АНАЛІЗ ОКРЕМИХ ПОКАЗНИКІВ ЗАВЕРШЕНИХ СУЇЦИДІВ СЕРЕД
ВІЙСЬКОВОСЛУЖБОВЦІВ

Науково-дослідна група:

**Древіцька О.О., Сиропятов О.Г., Калантай І.М., Буцька Л.В., Горшков О.О.,
Самойленко А.М.37**

ІСТОРИЧНЕ СТАНОВЛЕННЯ ПСИХОГЕНЕТИКИ, ЯК СУЧАСНОГО МЕТОДУ
ДОСЛІДЖЕННЯ

Ющак І.О., Довгий Ю.В., Ревурко П.П.42

ОСОБЛИВОСТІ ВІДЧУТТЯ ПСИХОЛОГІЧНОГО БЛАГОПОЛУЧЧЯ
ПРАЦІВНИКІВ ІНФОРМАЦІЙНОЇ СФЕРИ З РІЗНИМ РІВНЕМ ПЕРЕЖИВАННЯ
САМОТНОСТІ

Ткаченко Н.В.45

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ГАЗЛАЙТИНГА КАК ФОРМЫ
ПСИХОЛОГИЧЕСКОГО НАСИЛИЯ

Кернас А.В., Рура Е.Д.49

ПСИХОЛОГІЧНІ ВЛАСТИВОСТІ ОСОБИСТОСТІ ІГРОМАЙСТРА
(ОРГАНІЗАТОРА СОЦІОКУЛЬТУРНИХ ІГОР)

Шуть М.М.54

СКЛАДОВІ ПРОГНОСТИЧНОЇ МОДЕЛІ ВЗАЄМОДІЇ ВІЙСЬКОВИХ
ПСИХОЛОГІВ ТА ВІЙСЬКОВИХ КАПЕЛАНІВ ЩОДО ПСИХОЛОГІЧНОГО
СУПРОВОДУ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ ПРИКОРДОННИКІВ

Маковський А.О.59

SECTION 23.

MEDICAL SCIENCES AND PUBLIC HEALTH

MAIN CAUSES, TRANSMISSION ROUTES, DIAGNOSTICS AND
ECHINOCOCCOSIS TREATMENT

Science-research group:

Vahidova A.M., Askarova J.R., Sobirjonova M.J., Mardiyeva Z.A.64

STUDY OF IL17A G-197A POLYMORPHISM IN THE PATHOGENESIS OF VITILIGO

Yakubova A.S.66

THE INFLUENCE OF PAPILLOMA VIRUS ON THE UTERUS CERVIX CANCER

Shapovalova Ya.O., Ternopol Yu.O.67

БІОАУГМЕНТАЦІЯ – НОВИЙ МЕТОД ОЧИСТКИ ВОДИ

Шаповалова Я.О., Тернопіл Ю.О.69

SECTION 21. PEDAGOGY AND EDUCATION

Bolotnikova Anastasiia Olehivna 

PhD, Department Of Analytical, Physical and Colloid Chemistry
Bogomolets National Medical University, Ukraine

BUSINESS GAMES AS A METHOD OF LEARNING IN MODERN REALITIES

Business games emerged as a tool for finding management decisions in the face of uncertainty and multiple choice. Currently, they are used in the educational process as a pedagogical technology or one of the methods of active learning for solving industrial, social, psychological or situational problems. The most important aspect of using this technique is the presence of several "storylines" or, so-called, game plans. Thus, not only professional tasks are solved, but also training and education of the participants takes place.

A business game is defined as "a game with a business environment that can lead to one or both of the following results: the training of players in business skills (hard and/or soft), or the evaluation of players' performances (quantitatively and/or qualitatively)" [1].

The educational space should use the traditional lesson structure and classical teaching methods. However, modern realities force teachers to look for more effective methods of working with students. The global pandemic is associated with quarantine measures that are forcing universities, schools and other educational institutions to switch to distance learning. In such conditions, the student's independent work is a key, fundamental layer of his knowledge. However, the student's independent activity and training should be performed according to the tasks and under the methodical guidance and control of the research and pedagogical worker, but without his direct participation [2].

It is clear that business simulation games play a crucial role in teaching and learning. Business simulation games involve competition, experience, analytical exercise, strategy, decision making, learning and objectives, collaborative and teamwork, motivation, application of theoretical concepts, active learning, integration of ideas, and an element of fun and enjoyment [3]. Moreover, business simulation games are one of the most effective tools for motivating and engaging players actively in the learning experience. In this context, understanding which factors promote the intrinsic motivation of players is of primary importance [4]. In addition, the core values of business simulation games are to develop constant understandings among the business students about innovative skills, motivational abilities, and meaningful tasks. Therefore, such games can be highly useful at the school level and higher education level to boost up students' attitude and learning toward entrepreneurship in a more convenient and pleasurable teaching environment [5].

So, this work examines the main stages of preparation for conducting business games, as well as the adaptation of this teaching method to modern conditions (distance learning, hybrid learning or learning using modern technologies).

The main *purpose* of conducting practical classes with the use of business games can be to create comfortable, close to professional activities, learning conditions in which each student feels his success, intellectual ability and which will ensure active interaction between students.

Such classes will help to solve not only the problems associated with the assimilation of theoretical material, but also such important problems for the formation of the individuality of future professionals, as the lack of students' own opinion, fear of expressing one's opinion openly to everyone, inability to listen to others, to evaluate their opinion objectively, decision, unwillingness to change one's mind during the discussion.

In addition, choosing business games as a method of teaching, the teacher gets a lot of benefits and advantages, such as learning complex problems takes place in a significant reduction of time and quickly develops the ability to navigate in non-standard situations. In addition, identifying, analyzing, and establishing cause-and-effect relationships and resolving specific professional situations becomes a major focus of the business game.

Organization of activities in the classroom according to business games

The first stage of the work - activity and preparation before the lesson:

1. Selects the problems and topics for the business game and defines the basic and auxiliary materials for it carrying out.

2. Develops a detailed lesson script.

The second stage - work on the lesson:

1. Organization of a preliminary discussion of the business game.

2. Dividing the group into subgroups (3-5 students)

3. Manage the discussion of the game in subgroups, providing them with additional information.

The last stage – estimating after the practical lesson:

1. Assessment of students' work.

However, the decisive factor in the successful conduct of practical classes using the technology of business games is sufficient motivation of students.

The motivation created in this case provides a certain emotional mood of the players in the group. The attitude of the trainees to those situations that were the subject of the business game, and also to the players who served as characters in the business game, changes significantly. A favorable moral and psychological atmosphere motivates students for interpersonal interaction, the manifestation of mutual interest and creative initiative throughout the entire period of the business game [6].

Thus, the teacher must determine the conditions and requirements for successful conduct of the lesson by the method of business game.

Preparing students for the business game:

1. Processing the list recommended literature

to this game.

2. Individually prepares for classes, using the acquired knowledge.

3. In class, the student asks questions that deepen the understanding of the problem (the teacher motivates students to ask questions, gives them keywords or hints).

2. The student develops solutions, listens to solutions in the group.

3. Each student participates in making a general final decision.

Interactive technologies allow us to expand our capabilities to conduct a variety of business games in any class from mathematics to professional disciplines. Let's look at some of the techniques and tools that can be used to conduct such classes.

Preparation for the lesson.

Application of information and communication technologies: cloud services, scientific information databases, online libraries, specialized scientific search systems, etc.

Conducting classes.

Application of various illustrative technologies: interactive presentations, videos, podcasts, platforms for online communication.

Presentation of work results.

Creating intelligence cards using resources Coggle, Gitmind, Mindmeister, Miro and others.

Assessment of students' work.

Use of interactive testing means Kahoot, Quizizz (fig. 1), etc.

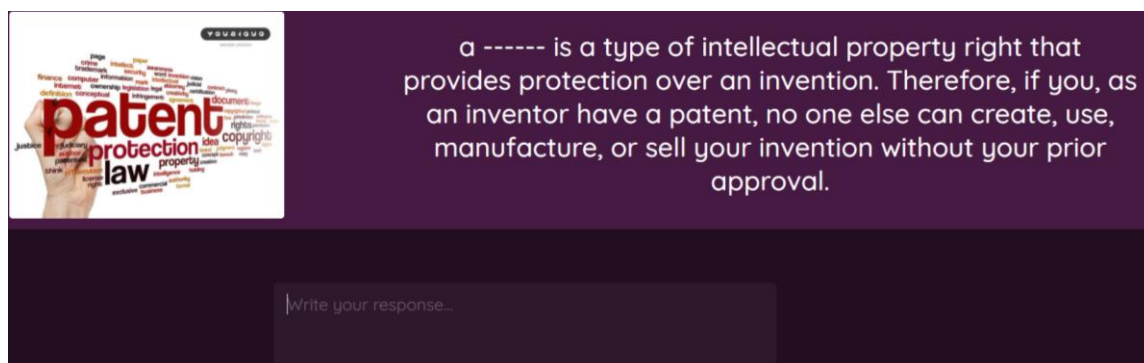


Fig. 1. The example of using the interactive Quizizz-test (authoring, link - <https://quizizz.com/admin/quiz/619544822306ba001d63c85b>)

All the presented examples are not given as advertising, but as possible variants of tools and technologies that can be used in the classroom.

Conclusion. Summing up, the business game is primarily a method of finding solutions in a conditional problem situation. All elements of the business game, namely: the distribution of roles, competitions, special rules aimed at solving a specific problem. Business game is used as a method of active learning in order to develop students' decision-making skills in non-standard situations, as well as a means of testing abilities.

References:

1. Greco, M.; Baldissin, N.; Nonino, F. (2013) An Exploratory Taxonomy of Business Games. *Simulation & Gaming*, 44 (5), 645–682. doi:10.1177/1046878113501464.
2. Bolotnikova , A., & Pushkarova , Y. (2021) THE MODEL OF «FLIPPED» CLASS. *ГПААЛБ НАВКИ*, (1), 329-332. <https://doi.org/10.36074/grail-of-science.19.02.2021.070>.
3. Chai-Lee Goi (2019) The use of business simulation games in teaching and learning. *Journal of Education for Business* , 94 (5), 342-249. <https://doi.org/10.1080/08832323.2018.1536028>.
4. Buila, I.; Catalan, S.; Martinez, E. (2019) Encouraging intrinsic motivation in management training: The use of business simulation games. *The International Journal of Management Education*, 17 (2), 162-171. <https://doi.org/10.1016/j.ijme.2019.02.002>.
5. Zulfqar, S.; Sarwar, B.; Aziz, S. (2019) An Analysis of Influence of Business Simulation Games on Business School Students' Attitude and Intention Toward Entrepreneurial Activities. *Journal of Educational Computing Research*, 57(1), 106-130. <https://doi.org/10.1177/0735633117746746>.
6. Kondratieva, I.; Malina, N.; Rogacheva, T.; Vyshegorodskaya, E. (2021) Business games in teaching foreign students professional Russian language. *XIV International Scientific and Practical Conference "State and Prospects for the Development of Agribusiness - INTERAGROMASH 2021*, 273 (1203), 1-12. <https://doi.org/10.1051/e3sconf/202127312013>.