

3. Organization and analysis of a pedagogical experiment in the conditions of student training in institutions of higher education

In the modern conditions of initiation in higher elementary institutions, the practical activity of cooperation between the teacher and the student body is gaining more and more importance. The concept of a pedagogical experiment has long been relevant and continues to be in trend today.

Many authors have already highlighted the depth of the practicality of the pedagogical experiment many times, and in fact each of them noted in their conclusions that there are still quite a lot of undisclosed aspects of this issue.

Today, we will once again try to highlight the great significance of the pedagogical experiment in the conditions of training future managers.

In order to test the hypothesis about the effectiveness of training future managers of marketing communications for professional activity in the process of applying business games, experimental work was conducted. In the process of its implementation, special attention was paid to the fact that the preparation of future managers of marketing communications for professional activity, all its components in interaction, effectively affects the productivity of the educational process, and insufficient attention to any of its sides negatively affects the final result. This was the basis for the development of the methodology for conducting research and experimental work, which was carried out in three stages [112, p. 190].

At the first stage, the state of research of the problem in pedagogical theory and practice is studied, system-functional and informational analyzes were carried out regarding the training of future managers of marketing communications, methods of teaching special educational disciplines in higher education institutions were studied. The initial theoretical positions, the goal and tasks of the research were clarified, the hypothesis, object, subject, program and research methodology were developed. The main focus was on the development of psychological and pedagogical research on the

use of business games in the professional training of marketing communications managers in higher education institutions.

At the second stage, pedagogical conditions for the use of business games in the professional training of marketing communications managers in higher education institutions are substantiated and experimentally verified, a system of methodical work regarding their construction was developed and formed, a model of professional training of marketing communications managers using business games in higher education institutions was developed; methodical recommendations on the use of business games in the professional training of marketing communications managers were developed; the topic and content were clarified, business games were created and conducted with students of higher education institutions; they were introduced into the professional training of marketing communications managers.

At the third stage, an experimental test of the research hypothesis is carried out regarding the implementation of pedagogical conditions for the use of business games in the professional training of marketing communications managers in higher education institutions. An analysis of experimental research was carried out, its materials were summarized, experimental data were processed, general conclusions were formulated, and a monograph was drawn up [113].

Separate provisions of a number of scientific works were used to organize research and experimental work [114, 116, 120, 124, 133].

In the experimental part of the research, the following tasks are set: to describe the methodology of the organization of research and experimental work; test the model of professional training of marketing communications managers using business games; determine the level of readiness of future managers of marketing communications for professional activity; check the effectiveness of pedagogical conditions for the development of professional training of marketing communications managers using business games; perform an analysis of the results of the conducted research and experimental work.

In the process of conducting the experiment, the following agreements are taken into account:

1) All teachers worked according to the same teaching method.

2) At the initial stage of the formative experiment, all students of the research groups had a different level of development of readiness of future managers of marketing communications for professional activity.

3) The presence of different levels of development of readiness of future managers of marketing communications for professional activity caused the need to divide them into groups (experimental and control), the level of development of readiness of future managers of marketing communications for professional activity in which one of them differed statistically insignificantly.

Taking into account the results of the conducted theoretical research as criteria and indicators that allow determining the level of development of readiness of future managers of marketing communications for professional activity, we selected: personal (motivation, interest in professional activity and orientation to value relationships); cognitive (completeness, awareness and systematic knowledge); activity-instrumental (prognostic skills, organizational-activity, communication, reflection and self-development skills).

As levels of development of readiness of future managers of marketing communications for professional activity were selected: low, medium and high.

The development levels of readiness of future managers of marketing communications for professional activity were determined using various diagnostic methods. To identify the levels of the personal criterion, which includes such an indicator as motivation, a diagnosis of group motivation by L.A. Rudenko was carried out. Levels for such an indicator as cognitive interest were based on questionnaires; the method of M. Rokych was used to determine the level of value orientations. The predominance of the internal motive, its content, orientation develops activity and the desire to perform professional activities [115, p. 207].

The cognitive criterion, which includes the completeness, awareness and systematicity of knowledge, required observation of the performance of roles and tasks in business games and the implementation and content of projects. The amount of knowledge of the participants of the educational process was considered as an indicator

of the completeness of knowledge about the professional activity of marketing communications managers. The systematicity of knowledge about professional activity was determined by analyzing the sequence of teaching the educational material and the sequence of students' actions during business games. Awareness of knowledge, as well as systematicity, was evaluated based on the signs of the manifestation of knowledge in professional activity. This is an understanding of the existence of a connection between theoretical and practical types of knowledge about professional activity, which is necessary in conducting a business game.

The following methods were used to determine the levels using the activity-instrumental criterion: the presence of creative skills using the method of H. B. Skok, identification of external manifestations of creativity was recorded using the questionnaire of D. Johnson (adaptation by O. E. Tunik) [113], observation. The activity-instrumental criterion, which includes such an indicator as organizational and activity skills, was determined using observations of activity in the organization of the game activity process, communicative skills determine the degree of communication with the participants of business games.

The development of readiness of future managers of marketing communications for professional activity based on the manifestation of personal criteria allows for successful interaction between all participants of communication, while working with created microgroups is quite difficult. This is possibly one of the objective reasons for the not very high indicators of this criterion. Here there is a need to successfully use social experience, qualities, abilities of a person in the field of verbal and non-verbal communication. The value of the average level in the control and experimental groups shows that a small part of the future managers of marketing communications is able to perform communicative functions, as well as to be able to choose appropriate and effective communicative behavior for emerging situations. At this stage of the ascertainment experiment, the completeness of knowledge about what behavior is suitable for a particular situation, the ability to change it, to demonstrate sociability is not clearly manifested enough. The manifestation of the personal criterion for all participants in this process is determined by the presence in each individual of the skills

of empathy, tolerance, reflection, as well as the presence of a certain level of familiarity with general cultural human values [116, p. 50].

In the process of organizing the formative experiment, we assumed that the implementation of the developed model of professional training of marketing communications managers with the help of business games was carried out within the pedagogical conditions stated in the hypothesis.

The main tasks of the formative experiment were: selection of features of content, forms and methods of development of readiness of future managers of marketing communications for professional activity; implementation of the model of professional training of marketing communications managers using business games in the educational process through research and experimentation; substantiation of the research hypothesis put forward by us on the readiness of future managers of marketing communications for professional activity; creation of a special situation that gives the right to reveal the conditions of the experiment; study of specific ways of forming new personality qualities of future managers of marketing communications in the process of developing readiness for professional activity.

The formative experiment allows purposeful development of professional activity, to deeply reveal its structure, requires support in the form of recording the course and results of research and experimental work. Statistical processing of the obtained data, construction of graphs and tables is required here.

The formative stage of the experiment was carried out using business games in the education of students. In the organization of the formative experiment, we assumed that the implementation of the developed model of professional training of marketing communications managers with the help of business games was carried out within the pedagogical conditions stated in the hypothesis. Determining the level of development of students' readiness for professional activity and awareness of the need to master this type of activity takes place at the diagnostic and adaptive stage. Diagnostic methods, questionnaires, observation, all this contributed to the implementation of pedagogical conditions in the form of pedagogical monitoring of the development of the readiness of future managers of marketing communications for professional activity. In the

process of analyzing the questionnaire and determining the level of achievement of personal results, round tables were held, which ensured participation in solving the problem of updating the development of the readiness of future managers of marketing communications for professional activity and created a motivational field that contributed to the development of interest in professional activity. This, in turn, led to the implementation of pedagogical conditions in the form of: modernization of the content of training of future managers of marketing communications, taking into account the current needs of professional training of modern specialists using game technologies.

The theoretical stage requires filling business games with content dedicated to the implementation of professional activities, allows the use of active learning methods together with lectures, practical and independent forms of work: solving problem situations, using game technologies, coaching, collective brainstorming, work in project groups, trainings, educational discussions, business games. Future managers of marketing communications are offered these forms of work as tools for assimilating systematized knowledge and developing new skills needed in professional activities. Problem situations transfer the emphasis of the teacher's activities to the cognitive activity of the participants of the educational process. Methods of active learning, offering the creation of problem situations that determine the topics of projects, are relevant for all groups of future managers of marketing communications participating in the experiment. Here the leading place is occupied by the business game, where the main component will be the formation of a problem and the search for its solution. As a result of the change in the position of future managers of marketing communications, there is an intensification of the learning process and the formation of readiness for professional activity. New forms of communication play a special role: conference, presentation festivals, video conferences. Here, teachers from different regions, with the help of technical support of video conferences, enter into a dialogue, solving the problems that arise. In the process of video sessions, teachers participate in trainings on making optimal decisions, which contribute to the improvement of the technology for the development of the readiness of future managers of marketing communications

for professional activities. Specialists of various profiles, for example, leading managers and psychologists, participate in the work with technology for the development of readiness for professional activity. It is they who conduct social practices and tests to determine sociability and tolerance. All this requires compliance with the following pedagogical condition: the implementation of students' communication comfort in the professional training of marketing communications managers in a game environment [117].

This theoretical stage also requires the fulfillment of another pedagogical condition: the use of business games as a method of interactive training of students in real industrial communication.

The practical (constructive) stage of the technology was distinguished by the organization of classes with significant practical content. All forms of organization of training and interaction of participants, cooperation and co-creation, manifested as dialogicity, contributed to adaptation to this type of activity as a professional one. At this stage, the main economic concepts are identified and substantiated in the context of the economic design methodology, and the approaches to design available in science are analyzed. There is an understanding of what skills a future marketing communications manager should have. This stage of technology requires the constant implementation of pedagogical monitoring of the development of readiness of future managers of marketing communications for professional activity. Participants of business games offer to provide an opportunity for future managers of marketing communications to improve readiness for professional activity through a system of game situations that correspond to real production situations. In the process of conducting theoretical and practical classes on the development of readiness for professional activity, teachers whose specialties have different subject orientations were invited to participate in the conference [118, p. 15].

Various specialists were actively involved in solving organizational issues: conflict experts, legal experts, social educators, managers. The development of various methods of activity required the fulfillment of such a pedagogical condition as the use

of business games as a method of interactive training of students in real industrial communication.

In the process of experimental work, a model of professional training of marketing communications managers using business games was implemented. The formative experiment had significant time limits. Analyzing the course of the formative stage of the experiment on the development of the readiness of future managers of marketing communications for professional activity, we note that in the process of performing work related to the effectiveness of the implementation of the model of professional training of managers of marketing communications with the help of business games and formulated pedagogical conditions, one of the main directions - organizational and activity, creative skills [119].

The stage of technology reflection requires the fulfillment of pedagogical conditions that can be manifested through the desire for fuller identification and development of personal capabilities. The main achievement in the development of the readiness of future managers of marketing communications for professional activity is not only the organizational and activity qualities of the student's personality (brightness, good diction, clarity, expressiveness of speech), but also professional competence. These are also personal characteristics: the ability to communicate, empathy, openness, tact, intuition, confidence and conviction, precisely that conviction that comes from deep knowledge of the subject, are qualities for the manifestation of self-actualization. A personal result is manifested in joint activities. To teach this type of activity as a professional is necessary for the implementation of an educational or research task. One of the requirements is a personal result. It is the presence of a personal result that determines the level of readiness for professional activity, the ability of the future manager of marketing communications to mobilize the existing knowledge potential and experience to solve a specific task. Availability of target, organizational and content components. Each of them has its own content, one of them – the content component includes a new subprogram of professional research activities. This subprogram contributes to the joint development of students' educational and research work. The interaction of various types and forms determines the

communicative nature of the activity, contributes to the formation of universal educational abilities and skills. This makes it necessary to build a curriculum taking into account the use of business games. This trajectory is characterized by the ability to act in conditions of uncertainty, to solve creative tasks and problems. It helps the emergence of the need for awareness of knowledge, personal support of the participants of the game. Realizes the leading goal of education - the development of a person's personality by the method of active learning of a business game. In the process of professional interaction, students acquire social experience - this is facilitated by the system-active, competence-based approaches that underlie the functioning of business games. Their content is the basis of intellectualization of education, helps the development of universal logical skills, creative abilities, cognitive activity of students. This is manifested in the ability to act intelligently, to think rationally. The practical orientation of education is strengthened thanks to professional research activities, as it gives the right to reveal and solve the problems of real life situations, forms moral values through environmentalization of the problem, metasubjectivity. Interaction with subject content leads to the development of intelligence. This proves once again that the development potential is not so much the knowledge itself, but the skills and actions formed on their basis. It is they who contribute to the functioning of a person in the surrounding world, the real opportunity to adapt to it, make the right choice, use the achievements of culture, the ability to make one's own discoveries, and show the ability to be creative. During the processing of information in the process of thinking, a thought product appears. The ability to think, the appearance of thought - this is the value of this process. Creative individuality is manifested during the implementation of professional activities, the ability to present one's personal experience is important. This calls for the need to plan to increase the level of development of readiness for professional activity as a dynamic perspective and long-term orientation of the professional activity of future managers of marketing communications [120, p. 39].

All this requires the presence of clearly developed commitments to this creative form of work of future managers of marketing communications, increases and imposes a certain level of responsibility. The development of the readiness of future managers

of marketing communications for professional activity is a directed process of new formations of a professional and pedagogical nature. It helps in the formation of the professional growth of the future manager of marketing communications as a subject of activity, ensures the development of motivation, helps to identify and formulate professional and subject problems and offer options for their solution. All changes in the educational process affect not only the goal, activity, but also the technology of ensuring this process.

Innovative requirements determine a completely different attitude of future managers of marketing communications to professional activity. Long-term projects or research activities of future managers of marketing communications were carried out by scientific societies. The future managers of marketing communications, who are passionate about their subject and are led by a teacher of the higher education institution, went and continue to work here. For this form of work, future managers of marketing communications must be, and remain, good organizers, proactive, with a broad outlook, and a creative approach to business. The personal skills of future managers of marketing communications determine many things in professional research activities, they create a real possibility of the inadmissibility of formal knowledge acquisition. All the work has a deep meaning for each participant, it calls for the need for the validity of joint creativity, participation in the research process. The number of hours spent by the future manager of marketing communications was not regulated in any way, the results of work and its quality were determined by the personal initiative of the future manager of marketing communications. Of particular interest to the participants was the opportunity to present their works in regional, all-Ukrainian competitions. For many participants in the process, this is an incentive for creativity, it gives the right to work, analyzing educational material, to have the opportunity to compare and characterize. The choice of the most accessible and interesting both in terms of content and design of professional activity reflects the direct interest of students in the subject being studied. Any subject, its content makes it possible to develop the readiness of future managers of marketing communications for professional activities, for example, the study of this science is important not only

for future managers of marketing communications, it is necessary for the development of creative abilities, memory training, the formation of logic, the development of the ability to build causal relationships, build different models. We confidently expect the optimization of the process: in increasing the satisfaction of all interested parties with the results of the scientific and educational activities of the Higher Education Institution regarding the search for new resources for the development of the modern system of continuous education, based on the dialogue with academic and branch science, the introduction of the results of scientific research into the educational process [121, p. 210].

The use of business games in the training of future managers of marketing communications provided the basis for conducting a focused and effective experiment regarding the formation of professional skills of future managers of marketing communications, which was evidenced by the results of this study. The growth in the number of respondents who have mastered professional skills at an average and high level should be considered the most characteristic.

The indicators for evaluating the effectiveness of the conducted research and experimental work were:

- 1) cognitive activity of students;
- 2) motivation to acquire professional and innovative knowledge;
- 3) development of cooperation skills (joint activity);
- 4) a sense of collective responsibility;
- 5) development of presentation skills and abilities;
- 6) self-assessment of students;
- 7) development of students' communication skills and abilities;
- 8) development of the teacher's (teachers') communication skills.

In the course of the experiment, the corresponding level indicators of the selected evaluation criteria in the model of professional training of marketing communications managers described by us using business games were found. It was established that the main drawback that causes this picture is the low level of motivation for this type of activity. Constant diagnostic analysis and control of the process of development of

readiness of future managers of marketing communications for professional activity was carried out. The results show a trend of growth in the general level and a slight positive trend in the development of readiness for professional activity [122].

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The analysis of the results of the final experiment gives the right to draw a number of conclusions: with the increase in the level of development indicators of students' readiness for professional activity, the level of desire of future managers of marketing communications to perform professional activity increases. This helps to increase the level of readiness of future managers of marketing communications for professional activity; in the process of conducting classes using business games, qualitative indicators of the level of development of readiness of future managers of marketing communications for professional activity increase.

The implementation of the stated pedagogical conditions and the developed model of professional training of marketing communications managers using business games, the achievement of a high level of readiness for professional activity as a result of this with the help of the proposed technology confirms the validity of the research hypothesis put forward by us [123, p. 368].

At the initial stage of our experimental activity, the interests of the students were mainly personal and everyday oriented and were not focused on the formation of professionally significant abilities, skills, qualities, not on the development of their own readiness for professional activity, but on ensuring personal success in the social and everyday sphere (influence on people, self-confidence, building a reputation, etc.).

The study examined the motives of students (with their underlying interests) and divided them into 2 large groups representing 1) internal and 2) external motivation. The first combined all the motives related to the desire of the students themselves to study, and the second - motives due to the necessity of studying.

Business games have revealed their effectiveness under the following circumstances: a modular approach to planning and organizing the training of future managers of marketing communications is carried out; an optimal ratio of the total number of classes and game classes of 1:4 is ensured; the teacher, together with the students, develops the game session in advance and sets the conditions for self-organization in the business game, monitors the course of the business game, analyzes the results, which are publicly available to all students.

Our study supported the hypothesis that the designed system of business games can be used to significantly improve the quality of professional training of future managers of marketing communications in higher education institutions.

A business game can be considered as a simulation of the real activity of a specialist in certain specially created situations. The business game acts as a means and method of preparation and adaptation to professional activities and social contacts. The difference of the business educational game from traditional teaching methods, its educational opportunities are that the game reproduces the main regularities of professional activity and professional thinking based on the material of dynamically created educational situations, which are solved by the joint efforts of the game participants. The essence of the business game is that it is a form of reproduction of the subject and social content of professional activity, modeling of systems of relationships characteristic of this type of work. Conducting a business game is the deployment of a special game activity of the participants on a simulation model that reproduces the conditions and dynamics of the real world. The business game is a model substitution of two realities - the production process and the process of people's activity in it [124, p. 185].

However, the effectiveness of their implementation in the educational process, as shown by numerous studies, depends on a number of conditions and factors that can

be divided into three groups: socio-pedagogical: a clear awareness by the participants of the purpose of the game; compliance with laws, principles and rules of the game that are adequate to the requirements of an economically developed society; close connection with the educational material, maximally directing it to practice; the relationship between educational and gaming activities and economic realities; targeted selection by the teacher of adequate types and forms of organization of business games for the purpose of forming specific professional skills; implementation of a differentiated approach to students with different levels of knowledge and different motivation to participate in the game; provision by the teacher of timely consultation, advice, assistance in order to prevent conflicts and undesirable consequences; psychological-pedagogical: development of personal, professionally significant qualities of students; taking into account the individual characteristics, experience and knowledge of students in order to maximize the development of their abilities; maximum provision of creative self-realization, self-affirmation and self-organization of students; involvement of students in self-assessment; organizational and pedagogical: determination by the teacher of the content and goals of educational and game activities; establishment of subject-subject relations in the game, involvement of subjects in various types of games; maintaining educational and methodical documentation, which reflects the structure and content of the game; organization of student gaming activities at various stages of game implementation; availability of a general system of evaluations and self-evaluations of the process and results of the business game; transparency and accessibility of the content of tasks, terms and rules of the game for students; notification to team members of parameters and evaluation criteria; mandatory evaluation of the most important aspects of the participants' activities [125].

Provided that the above-mentioned conditions are observed during business games, it is possible to deepen knowledge of certain academic disciplines, develop the culture of professional speech of future specialists, and form certain professional skills. However, taking into account the complexity of the requirements for the future manager of marketing communications, which are highlighted in the industry standards

of higher education of Ukraine, we came to the conclusion that it is necessary to conduct business games and during their conduct ensure compliance with a number of specific pedagogical conditions.

To the specific pedagogical conditions that ensure the effectiveness of the implementation of business games in the training of future managers of marketing communications, we include: 1) a combination of role-playing, simulation, and organizational-activity aspects of the game; 2) synthesis of the main functions of the game; 3) interdisciplinary and interdisciplinary nature of the tasks that require integrated knowledge; 4) the maximum direction of the business game on the development of personal and professionally significant qualities of the future specialist.

The practice of conducting business games and specific situations proves that the responsibilities of teachers include the need to convey the main points and conclusions to the participants of the game, give clear justifications, demonstrate their achievements to the participants of the business game and point out wrong decisions and mistakes [126, p. 336].

The principle of game situations in education is not new. In fact, situational tasks, which have firmly entered the arsenal of methodological tools, are a preliminary stage to business games. They are based on a scenario that reproduces in detail the situation of the specialist's professional activity. Each participant of the business game receives and fulfills his official function-role. The initial situation is explained by the teacher orally or communicated in writing. Its development is ensured by the successive introduction of additional tasks that must be solved quickly. The effectiveness of the business game is determined by the teacher. He must direct its course, specify, supplement, control, act as an arbiter when different opinions arise, correct wrong decisions.

Business games have significant learning, control and educational opportunities. The performance of each student's role not only allows to repeat and consolidate the acquired knowledge, but also forms the ability to demonstrate it in a specific situation, as close as possible to real conditions [127].

The dynamics of the business game causes high creative activity of the participants, which causes an emotional uplift, which helps to increase the level of assimilation of educational material, its awareness and memorization, develops thinking and learning. The business game teaches collective actions necessary in practical professional activities. In the process of the business game, as in life, erroneous decisions are possible, which are quickly discovered by the students themselves. Such control is natural, correct, objective, does not cause negative emotions and promotes unification, as it reflects collective thinking.

Therefore, the business game is an effective method of forming professional skills and abilities in students and contributes to the improvement of the quality of training of specialists [128, p. 132].

Summarizing what has been said, we note that in a properly organized business game, the game group as a whole and each of its members become full-fledged and equal subjects of game activity with the game leader, carrying out in the game not only planning, implementation, self-control and self-evaluation of their own purposeful educational and game activities , but also taking part in the organization, implementation, regulation and evaluation of the educational and game activities of their comrades, joint activities of the game group, team, actively interacting with the teacher. In the course of the educational and game activity organized in this way, students have a positive emotional attitude towards the educational process; activation of cognitive activity; development of the ability for independent and collective creative activity; the presence of a stable cognitive orientation that persists even after the end of the game.

In general, in an effectively organized business game, the educational activity of students is intensified: cognitive needs are formed and persistent cognitive interests are nurtured; intellectual skills related to the processing of assimilated information are formed; the ability to plan, self-organize and self-control in the learning process is formed; an individual approach is carried out in the conditions of group and collective activities, control over the course of the students' educational and playing activities is carried out. This gives reason to claim that in the process of business game students

are successfully forming a reflexive and evaluative component of their activity [129, p. 68].

The use of the method of business games places increased demands on discipline, develops camaraderie and mutual responsibility, since the absence of even one participant in the game in some scenarios violates the logic of its conduct, worsens the result. The rules of the game encourage participants to reveal their abilities as much as possible, encourage them to be more demanding of themselves and their friends.

However, the organization, preparation and conduct of a business game require a sharp increase in time spent on the preliminary preparation of materials and workload in the process of conducting a business game from the teacher [130, p. 58-60].

Business games are considered as a holistic model of the educational process. During the game, conditions are created for revealing the student's personality. The student enters the role and assumes certain responsibilities. The role prompts him to improvise its performance with maximum use of the provided opportunities and knowledge. The effectiveness of the business game depends on the creative selection of the student to his role, freedom in game actions. It is the business game that reveals the individual's need for self-expression, realization of his capabilities. Conducting business games requires advance preparation. For effective games, it is necessary to ensure that there is a sufficient amount of material. The business game should be conducted in four stages: preparation, simulation of the game situation, conducting the game and analysis of the game results.

The results of the study indicate positive results in the process of training future specialists for professional activities.

Thanks to business games, they learn to solve complex situations and solve non-standard tasks.

Games form the personal qualities of a future specialist in the process of learning in the following directions: formation of professional qualities, readiness for future professional activity, creative thinking, increasing the sense of duty in professional activity. The formation of professional qualities contributes to the successful performance of professional tasks in the further professional activity of future

specialists. The skillful use of business games contributes to increasing the cognitive motivation of learning, tuning into a positive dominant [131].

So, the practice of professional training of future specialists shows that in the process of formation of professional knowledge, in addition to special knowledge, abilities and skills, it is necessary to develop the personal qualities of the student.

Business games are a rather versatile and diverse phenomenon, but they all have a common psychological nature: it is a clearly defined motivation to achieve certain scientific and practical results, which is subject to a certain game goal: to win some kind of competition, perform a search, act in a specific role... Before the student the direct goal of mastering certain knowledge and skills is not set, it is as if a by-product of game activity: Secondly, the game must be distinguished by a clearly defined voluntary character. Related to this is the voluntary submission of all participants to certain rules: Thirdly, the game should be characterized by the uncertainty of the outcome and thus intrigue. Therefore, all participants of the business game must participate in it simultaneously and with maximum activity. Fourthly, the game should provide a higher educational, developmental and educational effectiveness compared to other types of activities. These signs act as a weekend during the construction and evaluation of each lesson, which claims the methodological status of "seminar - business game". This type of class provides, in our opinion, an opportunity to overcome the stereotype of the activity of both the teacher and the student during seminar classes, to change the established methods of communication, to make scientific material more visible and accessible [132, p. 110-114].

In the process of implementing interactive game technologies, subject means can be used as the main and auxiliary material (technical teaching aids, forms, tables, handouts, flip chart, markers, blackboard, colored chalk); methodical means of interactive technologies (methodical development and scenarios of games and game exercises) and game design. Depending on the purpose, tasks, and the stage of application of simulation or role-playing games, they are characterized as educational (reproductive, cognitive-developmental, creative, generalizing, controlling) and training (in the sense of working out and forming the necessary abilities and skills of

activity), which include diagnostic, communicative, socio-psychological, reflective games [133].

The method of using interactive game technologies involves the implementation of the following main stages:

1) Preparation for conducting a lesson in a game form, which contains a definition of the purpose of the game and its time limit; establishing the compliance of its content with the academic discipline and the subject of the lesson; developing your own or adapting a ready-made game script; minute-by-minute structuring of the stages of game interaction (motivational, activity, reflective, monitoring and evaluation); provision of necessary equipment and materials; development of clear step-by-step instructions for students - participants in game interaction (goal, tasks, rules, game actions, conditions).

2) Direct implementation of the game, which involves the activity of students as a manifestation of their internal (psychological), external (physical) and social (professionally oriented) activity. Business activity is regulated by a conscious goal and has such features as: predicting the result; awareness of the possibility of its achievement; reasonable planning of one's actions; the choice of appropriate rational forms, methods, means and guidelines in interpersonal relations; harmonization of internal and external activities; evaluation of the process and results of one's work, which requires the ability to regulate, take into account, control, make optimal decisions, solve general organizational tasks (diagnose, forecast, stimulate activity, approach it comprehensively, systematically, holistically) and enables students to check the appropriateness of activity and its proportionality to the set goal.

3) Analytical and evaluation stage, which involves reflection, generalization of game results, formulation of conclusions, determination by students of positive aspects of game performance for their personal professional growth in the future, and establishment by teachers of shortcomings, omissions, ways of improving students' game interaction for further use of proven methods in the future [134, p. 200].

Therefore, game technologies can be considered as a tool for broadcasting and assimilating experience prior to professional activity; analysis of models of reality

(based on samples of professional actions by representatives of various role and personal positions); adaptation to future professional activity [135, p. 207].

The game environment encourages the student to show "supersituational activity" (according to V. Petrovsky), when he goes beyond what is objectively required of him by a certain role, and on the basis of an initiative-creative approach produces new ideas, methods of solving professional tasks, etc. The use of didactic games contributes to the transformation of a student from an object of learning into a subject of professionally directed work, which causes his purposeful activity and creative participation in the independent formation of professional competence. Therefore, the analysis of the essence of interactive game technologies makes it possible to determine the main features of their application in the educational process of higher education.

The research program has been fully completed within the scope of the assigned tasks. The scope of the work, its goals and tasks led to the need for the author to consciously limit the scope of the analyzed problems [136].

At the same time, it activates a number of new problems, among them those related to the solution of the didactic development of business games from certain directions and specialties of the training of specialists in the system of higher professional education, in particular: the creation of a system of business games from the educational disciplines of other specialties and their theoretical and methodological support; simulation of an intelligent game environment, which, under the conditions of appropriate methodological support, will be able to effectively teach users, adapting to their individual abilities and level of knowledge. The creation of game computer tools using interactive learning methods and the ideology of distance education will allow to create in the future a holistic highly effective system of optimal solution of problematic production tasks in simulated professionally oriented production and game situations.