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**BUSINESS GAMES OF OCCUPATIONAL SAFETY AND HEALTH AS
TOOL MODELING PROCESS OF FUTURE STUDENTS 'PROFESSIONAL
ACTIVITIES**

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In the modern society, the main task of higher education is to train highly qualified specialists, individuals capable of self-development and self-realization in life. In higher education, business game is widely used as an important didactic method, which intensifies the learning process and closely links it with practical activity [1, 2] At seminars with the practical use of game technology is deepening and consolidation of students' knowledge, the ability to apply them in practice, to make collective decisions, to align their interests with the interests of the team in achieving common goals. Business play enables students not to be afraid of mistakes and to activate their own creative potential [3].

The inconsistency of the communication skills of future professionals, their ability to effectively solve problems in various fields of professional activity, with due regard to the requirements of occupational safety and health, and health, and the role in this process of business games have determined the direction of our research. Note that the business game is aimed at developing the ability to analyze specific practical situations and solve professional problems, during the game develops

creative thinking, as well as honing the ability to communicate with colleagues and increase students' motivation to learn safety standards.

The organization of the educational process of students of higher educational institutions in the discipline "Occupational safety" has certain features, due to the need for students to form a work-safety outlook. In addition to the traditional forms, training in the field of vocational disciplines should include active learning tools, in particular, business games that allow students to simulate the process of future professional activity of students in order to acquire their professional skills in the classroom training.

The purpose of the research is to develop and substantiate the methodology of conducting a business game "The procedure of investigation and accounting of accidents, occupational diseases and accidents at work", which will allow students to act independently in the simulated situation, to solve specifically formulated tasks and problems, to develop ways solution.

In this work, a step-by-step algorithm for accident investigation at work is developed, which will allow students to supplement and consolidate the knowledge acquired during the study of the theoretical course, to develop skills in working with normative-legal acts on occupational safety and with reference literature. At the same time, students adapt to the necessity of making some efforts in understanding the provisions of labor protection documents written in dry business language without explanation.

It is noted that the acquired knowledge should ensure the acquisition of skills for making informed decisions on the development of an accident plan, completing the N-1 investigation act and the ability to independently solve occupational safety issues, activate students' creativity and enhance job security.

References

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