

Міністерство  
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Міністерство освіти і науки України  
Національний університет біоресурсів і  
природокористування України  
НДІ техніки і технологій  
Механіко-технологічний факультет

Представництво Польської академії наук в Києві  
Відділення в Любліні Польської академії наук  
Академія інженерних наук України  
Українська асоціація аграрних інженерів



122 річниця НУБІП України присвячується

***ЗБІРНИК ТЕЗ ДОПОВІДЕЙ  
V МІЖНАРОДНОЇ  
НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ  
«СУЧАСНІ ТЕХНОЛОГІЇ АГРАРНОГО ВИРОБНИЦТВА»***



***6–7 листопада 2019 року  
м. Київ***

UDC 331.1: 378.091.39

## **BUSINESS GAMES FOR LABOR SAFETY AS AN EFFECTIVE INSTRUMENT FOR IMPROVING OCCUPATIONAL SAFETY KNOWLEDGE**

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Studying the disciplines of the complex “Occupational Safety and Health (Professional Safety)” is aimed not only at introducing students to the scientific and practical foundations of these disciplines, but also at mastering future specialists of a high level of knowledge and skills in the field of occupational safety, ie assimilation of occupational safety culture. This can be achieved through the formation of the student's personality, who will ensure compliance with occupational safety and health standards at work, guided by the current occupational safety normative documents, able to develop and implement them. A rationally organized system of training in the study of vocational disciplines should be the basis and one of the determining factors for the formation of the personality of the modern manager of agro-industrial production.

The urgency of writing the article is due to the ever-growing need to find new, scientifically substantiated, practically meaningful and methodologically expedient ways of successful training of agricultural engineers [1] during the study of the discipline “Occupational Safety and Health”. Together with modern teaching methods (explanatory-illustrative, sign-contextual, case method, etc.), game methods [2] are very effective approaches to the study of innovative technologies in the training of specialists, allowing for a flexible, conscious, successful person-parties, able to think outside the box, to solve urgent questions and to predict the future activity of the enterprise.

Educational business games are such methods (forms) of learning in which they model certain aspects of production activity, which are accompanied by problematic situations [3], which should help students to acquire organizational skills in the field of occupational safety. Solution of possible problems (problems) at the stages of development develops in students creative and practical thinking, forms the ability to analyze the consequences and circumstances of production activities, and on their basis to make informed recommendations. Educational business game encourages students to independently search for solutions to production problems, simulates situations of practical use of the obtained theoretical knowledge, and forms the skills of working in the workforce.

The purpose of the research is to develop, scientifically substantiate and experimentally test the methodology of business game “Organization of performance appraisal on working conditions at the enterprise”, aimed at familiarizing students with the procedure of assessing the degree of harm in the workplace of agricultural production. The result of such games can be both the direct development of

personality traits and the demonstration of practical training of agricultural research engineers. Playing certain situations, involving the participants of the game in a situation of choice is a real way of developing a creative personality, namely its qualities such as creative interest, inquisitiveness, desire to know yourself, self-confidence, creative optimism.

In this paper, the degree of mastering of educational material by students after conducting practical lessons in the form of the business game is analyzed in comparison with students of control groups, in which this topic was presented in a lecture form. The form of student evaluation was to answer the test tasks and descriptive questions of the module. The average scores of the 100-point system responses were compared with the results of the controls in the control groups, taking into account the overall score of the groups in the academic year.

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