

Міністерство
освіти і науки
України



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

ННЦ «Інститут аграрної економіки»
Представництво Польської академії наук в Києві
Відділення в Любліні Польської академії наук
Академія інженерних наук України
Українська асоціація аграрних інженерів



**ЗБІРНИК ТЕЗ ДОПОВІДЕЙ
VIII-ї МІЖНАРОДНОЇ НАУКОВОЇ КОНФЕРЕНЦІЇ
«Інноваційне забезпечення виробництва
органічної продукції в АПК»
(11-14 серпня 2020 року)
в рамках роботи
XXXII Міжнародної агропромислової виставки «АГРО 2020»**



Київ – 2020

UDC 331.1: 378.091.39

**BUSINESS GAMES ON OCCUPATIONAL HEALTH AND SAFETY
AS AN EFFECTIVE INSTRUMENT FOR IMPROVING WORK
PROTECTION KNOWLEDGE**

S. M. Holopura

National University of Life and Environmental Sciences of Ukraine

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 during the study of the discipline “Occupational Safety and Health”. Together with modern teaching methods (explanatory-illustrative, sign-contextual, case method, etc.), game methods 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, 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.

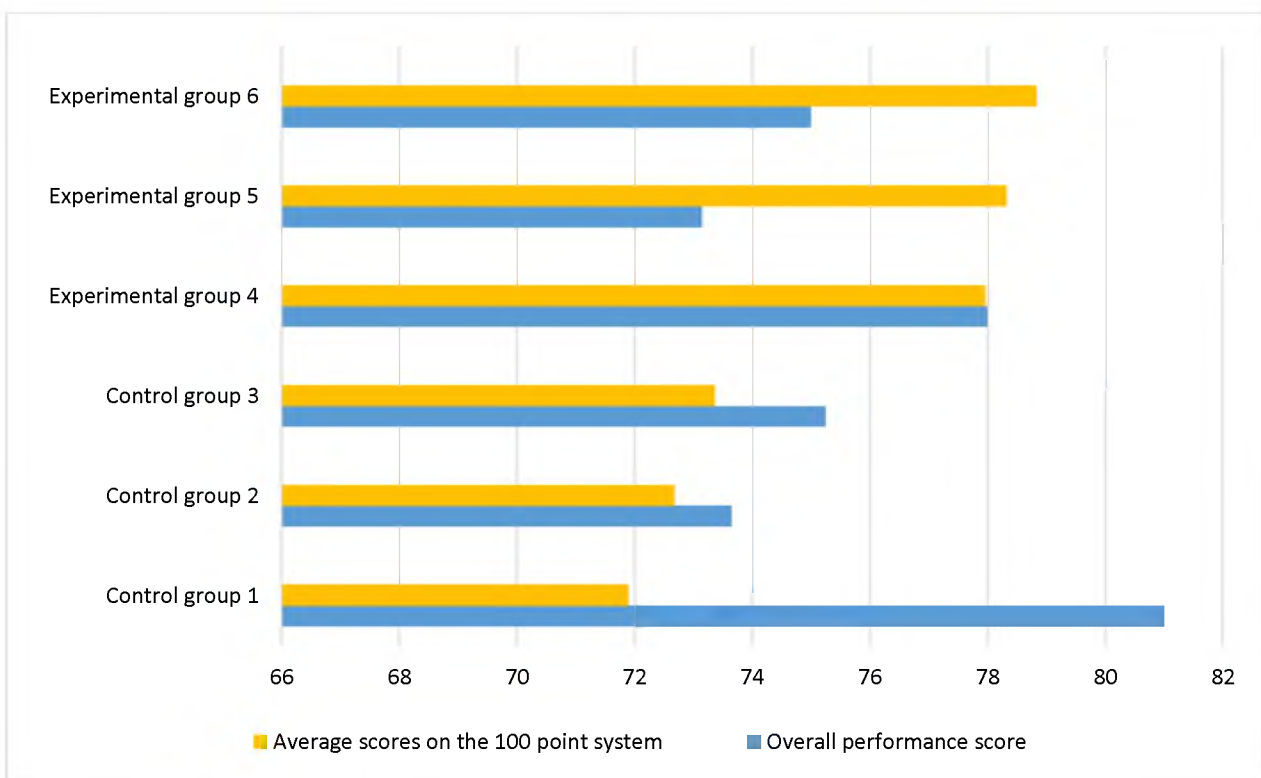


Fig. 1. Comparison of averaged response scores on a 100-point system with the total score of groups for the academic year

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.