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**BUSINESS GAMES AS AN EFFECTIVE TOOL IN THE EDUCATIONAL
PROCESS ON THE EXAMPLE OF THE DISCIPLINE “LABOUR
PROTECTION AND CIVIL DEFENSE”**

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Introduction. Business educational games are an important tool of modern personal-oriented learning. Thanks to them, the acquisition of practical organizational skills for solving problem situations from the discipline “Labour protection and civil defense” that students may encounter in the process of working in a primary position takes place. Business educational games develop students' ability to analyze, creatively and reasonably approach solving tasks, promote the practical use and assimilation of theoretical knowledge, promote the ability to independently search for solutions to production problems [1].

Aim. To substantiate the expediency of using business games in the educational process in higher education institutions.

Materials and methods. The main purpose of business games in the educational process is to prepare students for correct actions in situations related to personal or collective safety in the process of work [2].

One of the most effective, efficient and effective tools for forming students' ability to make decisions independently is the use of a fairly common form of

business game such as “brainstorming”. It requires students to be able to make decisions quickly, allows to realize the creative potential of all game participants, teaches to listen to the opinions of others and solve problems collegially.

Results and discussion. In the process of “brainstorming”, students can acquire critical thinking skills, which is very important for future managers; to approach the solution of complex problems only based on the analysis of the received reliable information; listen to opposing opinions; to be able to discuss and communicate with other people, which is very important in making decisions in emergency situations and in everyday activities.

The use of business educational games in the process of studying the discipline “Labour protection and civil defense” allows students to:

- learn to correctly and meaningfully formulate and defend one's opinion;
- to express, give valid arguments and defend one's opinion;
- be able to conduct an effective and productive discussion, while trying to respect the opinions of opponents and find compromises;
- be creative in finding ways to solve a problem;
- participate in improving the microclimate in a group or collective and creating a comfortable business atmosphere;
- acquire competence to solve various problems of professional direction.

Conclusions. Summing up, it can be concluded that the introduction of business games into the educational process allows students to develop:

- a sense of responsibility for making one's own decisions;
- level of independence;
- ability to learn and constantly develop;
- ability to use knowledge of theoretical material in practice;
- desire for cooperation and desire to work in a team;
- motivation for self-affirmation by achieving professional competence.

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