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**«КОМП'ЮТЕРНІ ІГРИ ТА МУЛЬТИМЕДІА ЯК
ІННОВАЦІЙНИЙ ПІДХІД ДО КОМУНІКАЦІЇ»**

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FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS IN THE PROCESS OF USING COMPUTER GAMES

ALLA KAPITON (kits_seminar@ukr.net)

National University «Yuri Kondratyuk Poltava Polytechnic», Ukraine

Computer games have become not only entertainment and learning, but also a carrier of culture. They have little resemblance to a ballet stage, a gallery wall or a book page, but they capture the modern morality, ethics, illusions, hopes and ideas about the past and future of most people in the same way. Computer games provide a new, unique opportunity to move into the world of illusions and delusions.

Statement of the problem: the influence of computer games on a person has many aspects. One of the visible problems is related to the fact that gamers spend a lot of time at the computer, which, as you already know, threatens the emergence of health problems that are not directly related to computer games, however, is their consequence. These are problems with vision, spine, hands, psyche and sleep, as well as information overload. The psychological consequences of this problem should also be investigated.

List of solved tasks: to define basic concepts in game theory; explore the positive and negative potential of most computer games; determine ways to solve this problem. The main content of the research is: to investigate the possibilities of using computer games in the process of forming the professional competence of future specialists.

So, we can conclude that in modern society, a computer game has come to the fore. A modern computer game is a multifunctional program that is used not only for entertainment, but also for educational purposes. Depending on the player's motives, computer games can form certain skills and abilities, influence the development of thinking, train memory - these are positive consequences.

With the development of technology, the number of people called "gamers" (from the English "game" - game) is increasing. The main activity of these people is playing on the computer, they have a very narrow circle of social contacts, all other activities are aimed only at survival, to satisfy

physiological needs, and most importantly - to satisfy the need to play on the computer. Of course, this characteristic is fully suitable only for people who are actually fanatically fond of computer games, when the fascination is close to pathology. But, one way or another, it is an indisputable fact that the phenomenon of psychological dependence of a person on computer games takes place.

The positive potential of most computer games is not always realized, however, it mostly depends not on the game itself, but on the personality playing, on what motive prevails in it when it is included in the game. In addition to the main motive of entertainment, the game can implement other motives. Depending on the motives of the second plan, completely different skills and abilities can be formed for players. The realization of the motive of training leads to the formation of skills in the area being trained, and the motive of compensation of internal problems will rather result in the formation of psychological protection mechanisms. Due to the variety of motives, the game can contribute to both preparation for meeting reality (positive influence) and escape from it (negative influence). Getting into a computer game, they create a special world, similar to the real one, but different from it. Computer educational games are built so that the learner has the opportunity to imagine not individual concepts or a specific situation, but to get a generalized idea of all similar subjects and situations. Also, in the process of playing, fine motor skills of the hand, accuracy and attentiveness are developed [1,2, 5].

There are several options for classifying computer games. All options are conditional, since there are many games that combine elements of each category. One of the most common classification options looks like this: "action" type games, including "RPG"; adventure games, such as "quest"; strategic games; games imitating transport; virtual casino[2,6,7].

Given that the number of people who have this addiction is growing every day, this issue needs to be studied by psychological science when serious problems begin. The game replaces the real world for such people. Their circle of communication is narrow, other activities are aimed at satisfying elementary needs, and everything else is subordinated to the game. The influence of computer games on a person has many aspects. One of the visible problems is related to the fact that gamers spend a lot of time at the computer, which, as you already know, threatens the emergence of health problems that are not directly related to computer games, however, is their consequence. These are problems with vision, spine, hands, psyche and sleep, as well as information overload. While playing, a person almost constantly looks at the screen, which causes dry eye syndrome.

The word "quest" means a search, a sought-after object. In these games, one of the activities that fascinate people of all ages is realized - solving riddles. The human need to reveal secrets has long been used by theater, cinema and literature. Art and mass media could only offer passive participation in these games. The player in the computer game, unlike the reader or the viewer, solves the riddle himself [3, 4, 5].

In the virtual world of the quest, the player's freedom of movement is much less than in a Doom-like game. In a defined area of space, the player chooses a path, then passively observes the movement to a new location. The structure of the quest is similar to most computer reference and information systems with hypertext. The ability to go from page to page in the quest depends on the previous actions of the player: until he performs them in a minimal amount, it is impossible. At the moment of transition, the game shows a cartoon or a fragment of a video. The player receives a reaction to each step. The quest teaches to take into account the feedback, and to determine whether the player's assumptions are correct or not. In games of this type, deductive and inductive thinking skills can be formed.

In the process of the game, the skills of system analysis are formed. There are such computer games that have a positive effect on the thinking of an individual, the development of his individual abilities. We are talking about puzzles, rebuses and logical games. With the help of a simple game, the student deepens knowledge in the required area, develops his abilities, learns to act correctly, depending on the situation, becomes more attentive. By turning to games, you can develop abilities in various subjects.

Today, computer games have become not only entertainment and learning, but also a carrier of culture. They have little resemblance to a ballet stage, a gallery wall or a book page, but they capture the modern morality, ethics, illusions, hopes and ideas about the past and future of most people in the same way. Computer games provide a new, unique opportunity to move into the world of illusions and delusions.

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ІГРОВІ АСПЕКТИ ПРОЦЕСУ НАВЧАННЯ ПРОГРАМУВАННЮ В СЕРЕДОВИЩІ SCRATCH

КОСТШИН С.В. (seruykost@gmail.com)

Вінницький національний технічний університет

В роботі розглядаються аспекти використання середовища Scratch для навчання процесу програмування та сприяння освоєнню навичок алгоритмізації процесів.

В наш час професія розробника програмного забезпечення є однією з найбільш актуальних і перспективних, що зумовлює зацікавленість молоді сферою програмування. В той же час, для якісного навчання таких фахівців недостатньо лише одних сухих знань. Їх підготовка повинна включати розвиток здатності оперувати складними абстрактними конструкціями, комбінувати структури і глибоко розуміти процес алгоритмізації поставленої задачі.

Ефективним способом розвитку такого складу мислення є використання спеціалізованих ігрових технологій, які за рахунок емоційної складової, доступності і простої зацікавленості, що забезпечує сам ігровий процес, будуть спонукати вивчати базисні конструкції програмування з подальшим поглибленням цих знань. Таке навчання проходить ефективніше і не викликає відчуття примушення.

Однією із таких технологій є середовище Scratch - спеціалізований інструмент, який дозволяє візуалізувати алгоритм вирішення задачі, створювати цифрові історії та ігри, що робить процес навчання цікавим і наочним[1]. Його простий інтерфейс містить набір блоків, які можна комбінувати різним чином, описуючи проблему і отримуючи заданий результат. Використання Scratch формує специфічне мислення абстрактними категоріями та розвиває