DOI: 10.63550/ICEIP.2025.81.83.097

Igropractic in Higher Education for the Formation of Human Resources for the Sustainable Development of the Region's Economy

Zukhra R. Abdrakhmanova[1], Elina V.Gabidullina[2], Albina F.Khisamutdinova[3]
Ufa state petroleum technological university, Department «Tourism, hotel and Restaurant service»
abdrakhmanovazr@gmail.com, elina_gabidullina@list.ru, albinazf@yandex.ru

Keywords: professional self-identification, implementation practices, business game, readiness for professional training, professional choice, nuclear program.

Abstract: The article is devoted to the study of the role of gamer practice and the implementation of business games in the process of forming professional self-identification and self-determination of learners. In modern society, a stable positive attitude to the role of games is being formed both in human life as a whole and in the process of acquiring competences for professional activities. The authors conducted a theoretical review of research on the topic of playing practice and its role in the process of training different categories of students. It was found that games allow to supplement the educational process with the possibility of modeling situations, forming cognitive activity, increase students' interest. Attention is also paid to the formation of a procedure of professional self-determination, which period in new formats of implementation of educational programs of higher education. It was found that in the professional choice the decision is based on a multitude of factors and an important aspect is own opinion of the person, possibilities of his specific characteristics and potential. The article describes the practice of implementing professional self-determination of students after mastering the nuclear program with the help of an authorial business game, Aimed at identifying the level of mastery of general and superprofessional competencies and propensity to design or perform other professional functions. The developed business game «ISEC.TOR», according to the results of the first test showed positive effects in the framework of assessment of acquired competences, as well as the formation of a general conclusion on readiness of the student for further development of the occupational block of disciplines and on correctness of his own choice of training profile.

1 INTRODUCTION

The relevance of professional self-determination in modern conditions is due to a number of interrelated factors, including a rapidly changing labor market, characterized by the emergence of new professions, obsolescence of existing and changing requirements for qualifications, which requires individuals to be flexible, adaptive and ready for continuous training; expanding opportunities for education and career development, requiring an informed choice of educational trajectory. It is precisely high-quality professional self-determination and the further development of a set of unique skills that will facilitate effective inclusion in the labor market and ensure further sustainable development of the region.

Professional self-determination is a continuous process aimed at adjusting the development trajectory, forming a professional identity, developing the necessary skills and adapting to the changing requirements of the labor market.

Various researchers dealt with issues of professional self-determination, among which the following can be noted. The work of E.A. Klimov (Klimov, 2008) has a fundamental character, concerns issues of professional psychology and professional development. He views professionalism as a dynamic process driven by motivation, ability, personality and developmental stages, analyzing the structure of professional activity (goals, motives, tasks, means, subject, object), emphasizing the importance of occupational charts, psychograms and

[1] ORCID: 0000-0002-1159-1980
[2] ORCID: 0000-0002-4719-8427
[3] ORCID: 0000-0002-4719-8427

DOI: 10.63550/ICEIP.2025.81.83.097

favorable working conditions, and proposing a classification of professions by type of subject of labor for optimal professional self-determination.

N.S. Pryazhnikov investigated the theory and practice of professional self-determination and proposed a wide range of methods and technologies that can be used in career guidance work with young people, including diagnostic methods, consultations, trainings, game classes, professional tests and excursions to enterprises (Pryazhnikov, 2008). E.F. Seer focuses on the formation of professional identity as an important condition for successful professional development. Professional self-determination is the first step towards the formation of professional identity, since an informed choice of a profession is an important factor in its further development (Zeer, 2009). S.N. Chistyakova focused on systematic support for the formation of professional self-determination of students (Chistyakova, 2018). Foreign scholars such as A. Maslow, J. Super and J. Holland have also contributed to the understanding of career and professional choice issues (Maslow, 2018), (Super, 1982), (Holland, 1993).

Successful professional self-determination is the foundation for an informed choice of educational trajectory and future career. And it is at this stage, even before entering a professional activity, that the experience of universities plays a huge role, which goes beyond academic knowledge, provides students with opportunities to explore their interests and professional opportunities, thereby contributing to a clearer idea of their future professional path.

One of the leaders in the modernization of modern higher education and methods of organizing the educational process is undoubtedly Tyumen State University, it was here that a large-scale project to individualize higher education began to be implemented several years ago. The revision of the system consisted in the formation of the nuclear part of educational programs and a set of elective disciplines offered to students. The essence of yard formation is the possibility of deferring or extending professional self-determination until the end of the second year. The approach of creating a catalog of elective disciplines is based on ensuring a clean competitive environment between the authors and implementers of courses, as well as free choice by students. Thus, teachers indirectly influence (offering various options for courses), and students form their own set of competencies and courses, mastering which they provide their own professional portrait. Also, in order to maintain motivation for learning, gamification techniques and interactive learning methods are actively used.

At the Higher School of Economics, not only game practice technologies are used, but they are also included in the educational programs of the magistracy (the Mago-Lego course "Game Practice in Education") and courses of additional professional education, the program of the Game Technologies in Education and Business Educational Center for the Training of Managers (Kochubey Center) HSE St. Petersburg. For the purpose of professional self-determination, the course "Self-determination and career: from educational trajectory to professional development" has been developed, the purpose of which is "to integrate and structure students' ideas about professional self-determination and professional development, to create conditions for the development of student competencies that provide a lifelong learning strategy").

2 MATERIALS AND METHODS

The USPTU has a practice of implementing 2 + 2 programs, during which all educational programs are studied together, mastering nuclear programs during the first two courses. As you know, such a format for the implementation of educational programs allows for "deferred" profiling, that is, the choice of a specific educational program, according to which a student can be trained after the fourth semester painlessly, transferred without transferable debts. At the university, nuclear programs are collected within the framework of the UGSN complex, often coinciding with the framework of faculties/institutes. The nuclear programs provide courses aimed at improving self-development skills - "Professional self-determination and self-development" at the Ufa Higher School of Economics and Management and on the development of skills in the formation of an individual trajectory of education - "Trajectories of conscious learning" at the Institute of Business Ecosystems and Creative Industries. In both cases, the courses are implemented at the beginning of the development of a nuclear program and are aimed at justifying the need to identify their own abilities and qualities, their development and to ensure greater success in building a career. The development of the nuclear program is completed by the implementation of a separate activity aimed at professional self-determination, aimed at the final distribution of individual profiles and confirmation of the correctness of the choice.

The 2 + 2 scheme is a model of the educational process, in which the first two years of study, students master general professional and universal

DOI: 10.63550/ICEIP.2025.81.83.097

competencies, and the next two years - more specialized disciplines and profiling in the chosen field.

At the first stage, students take general courses that provide a base of knowledge and skills, and focus on universal competencies necessary for most specialties. At the second stage, an in-depth study of specialized disciplines and specialties takes place with the possibility of choosing directions and courses in accordance with interests and career goals.

Learners can delay the final choice of profiling, allowing them to better understand their interests. The model also accommodates changing labor market requirements and provides graduates with greater career opportunities. Comprehensive training in the first two courses provides the foundation for further professional training and specialization.

Professional self-determination after the second year assumes that students will have the opportunity to choose their future specialization or profiling based on the knowledge and experience acquired in the first two years of study. This stage is critical, as it provides students with the opportunity to adapt their education to personal interests and career plans.

The delayed choice of profiling reduces the pressure on students to choose a professional path at the initial stage of training, allowing them to more consciously approach the issue of specialization.

The initial two years of study cover different disciplines and provide knowledge in different fields, which helps learners better understand their strengths and interests. Also, in the course of training, an analysis is made of the competencies and skills that students develop, which in turn also contributes to their awareness of their interests and opportunities in various professional fields (Khisamutdinova, 2023).

With the rapid development of technology, the need for specialists with not only deep professional knowledge, but also a wide range of universal skills and abilities is growing. In this regard, the concept of "competence" is becoming increasingly important in the field of personnel management, education and career development.

General professional competencies are characteristic of a group of professions and are common for specialists in a certain professional field and imply the presence of certain professional training.

Supra-professional competencies are a prerequisite for the professional development of students and combine personal, social and managerial skills that exceed the framework of traditional professional skills and knowledge (Kandaurova, A.V. (2021). This skill group does not depend on a specific profession and is useful in any field of activity. They form the basis for effective work in any team, project or organization.

Competencies, as an integral characteristic of a person, play a key role in professional activity. The development of both general and supra-professional competencies is a prerequisite for the successful adaptation and competitiveness of a specialist in the modern world. Research in this area should be aimed at developing effective methods for assessing and developing competencies that take into account the specifics of various professional areas and individual characteristics of students.

At the Institute of Business Ecosystems and Creative Industries of the USPTU, when introducing the «2 + 2» training scheme, Federal State Educational Standards (GEF) were analyzed in order to determine and unify competencies for various areas of training. But the situation turned out to be more complicated, since each GEF determines general professional competencies for a specific area of training. To form the core of the curriculum, an analysis of the similarity and possibility of classifying the defense industry according to similar characteristics was carried out and five main groups were identified for all areas: law, management decisions, analytics, information technology and project activities. Thus, the elements of the defense industry complex formed the basis for categorizing supra-professional competencies.

To develop these groups of competencies, it is possible to use game practice as a method of teaching adults, using game mechanics and approaches to solve problems, develop skills and achieve other results. Game development presents a unique opportunity to develop a wide variety of competencies due to its interactivity, engaging nature and the need to apply knowledge in practice.

Jean Piaget, a Swiss psychologist who develops theories of cognitive psychology, identified adaptive mechanisms in the development of intelligence through the processes of assimilation and accommodation, which, in turn, allow in the process of game practice to find a balance between the mechanical performance of the task and the manifestation of creative thinking (Piaget, 2003).

The role of play in the development and learning process was described by such scientists as Vygodsky L.S. (Vygotsky, 1966) and Elkonin D.B., who noted that game practice affects all aspects of personality development from a young age. Elkonin D.B. in his work "Psychology of the Game" (Elkonin, 2005) considers the social nature of the role-playing game and different approaches to its definition by scientists from different countries and historical periods.

In pedagogical science, much attention is paid by scientists to the development of the theory of "game pedagogy," within the framework of which effective methods and methods of teaching and building the educational process through the use of games are considered. Researchers include I.Yu. Zakharova, E.V. Morzhina (theoretical aspects of game pedagogy) (Zakharova and Morzhina, 2018), V.P. Bespalko and G.K. Selovko (studied business games and their classifications) (Bespalko, 1989), (Selevko, 2006), M.M. Levina (technologies of pedagogical education) (Levina, 2001), N.P. Anikeeva (the role of play in education and personality formation) (Anikeeva, 1989), V.B. Kupriyanov (interactive higher education) (Kupriyanov, 2012).

Today, new terms have been formed to refer to a player who has taken a solid position in modern society Homo Ludens (J. Huizinga) (Huizinga, 2011) and Homo Mobiludens (Novikova O. N., Belyaeva L.A.) (Belyaeva, 2018).

Scientists from Tyumen State University A.Yu. Shvetsova and N.G. Muravyova described the methodology for creating gaming practice in the implementation of linguistic disciplines based on a competency approach and, based on testing, revealed the effectiveness of this method and increasing the effectiveness of training (Shevtsova and Muravyeva, 2021).

D. P. Shchetinina concludes that "the use of business games allows us to demonstrate the process of systematization of theoretical knowledge on solving certain practical problems, which is the logical completion of the learning process, therefore the most favorable conditions for the use of business games are the final stage of university education, since senior students already have a certain level of knowledge and know how to work independently" (Shchetinina, 2013).

In the study of Zharkikh N.G. and Kostyrya S.S. in addition to the main aspects of the effectiveness of business games, as a type of imitation training methods and their relationship with the development of competencies, factors of their unproductive use are also formulated, among them are unsystematic use, lack of a clear and thoughtful result, or excessive passion for them, as well as lack of experience in implementing these methods (Zharkikh, 2020).

After analyzing the work in the field of game practice, the following classification of games can be proposed, which will contribute to professional self-determination and is based on various criteria, such as the goal of the game, the format of the game, the types of skills that the game develops, and the age of the target audience (see Table 1).

Table 1: Classification of games that promote professional self-determination.

№ п/п	Game Category	Subcategory	Goal Games	Sample Games
1.	By Game Goal	Information games	Providing information on various professions, requirements for specialists, training opportunities and career prospects.	Virtual excursions to enterprises, workplace simulators, databases of professions in a game format.
2.		Diagnostic games	Identification of personal interests, inclinations, abilities and professional preferences.	Tests and questionnaires on career guidance in a game format, puzzle games that require certain skills and allow you to assess their development.
3.		Practice games	Development of skills necessary for successful professional activities (communication skills, problem solving skills, leadership skills, teamwork skills, etc.).	Role-playing games that simulate work situations, business simulators, strategy games that require decision making and resource management.
4.		Motivational games	Increasing interest in professional activities, stimulating self-development	Games that include a system of awards, levels and achievements, games

№ п/п	Game Category	Subcategory	Goal Games	Sample Games
			and the formation of a positive attitude towards work.	based on the success stories of famous professionals
5.	By game format	Board games	Using the playing field, cards, chips and other attributes	The Monopoly game helps in the study of economics and business, specialized career guidance board games.
6.		Computer games	Designed for personal computer or game consoles	Job simulators, business simulators, strategy games
7.		Mobile games	For mobile phones and tablets	Applications for career guidance testing, games aimed at developing certain skills
8.		Online games	Using the Internet both individually and with other players.	Multiplayer role-playing games, business simulators, virtual worlds.
9.		Real-time gaming	Without electronic devices	Role-playing games, quests, trainings with game elements
10.	By the types of skills that the game develops	Communication skills	Improving interpersonal interaction, the ability to effectively express your thoughts, understand other people's points of view, negotiate, settle conflicts	Role-playing games, debates, discussion games, games for the development of listening and persuading skills.
11.		Problem solving skills	The development of analytical thinking, the ability to find optimal solutions in difficult situations, the application of logic and creativity to overcome obstacles, assess risks and make informed decisions.	Puzzles, case stages, business simulators, strategy games.
12.		Leadership skills	Building self-confidence, the ability to motivate and inspire others, organizing the work of the team, making decisions in conditions of uncertainty, responsibility and delegation of tasks.	Team games, strategy games, decision games.
13.		Teamwork skills	Strengthening cooperation, the ability to effectively interact with different people, respect for someone else's opinion,	Team competitions, collaboration games, simulation games.

№ п/п	Game Category	Subcategory	Goal Games	Sample Games
			support each other in achieving common goals, the distribution of roles.	
14.		Creative Thinking	Stimulating imagination, generating new ideas, the ability to find non-standard approaches to solving problems, overcoming thinking patterns, developing innovative solutions and adapting to changing conditions.	Games for the generation of ideas, games for the development of imagination.
15.	By target audience age	Junior school age	Acquaintance with professions in a playful way.	Simple games aimed at getting to know various professions in a playful way.
16.		Teenagers	Identification of interests, development of introspection and career planning.	Games aimed at identifying interests and inclinations, developing introspection skills, career planning.
17.		High school students and students	Professional training, development of professionally important qualities, modeling of work activities.	Games aimed at vocational training.

Having considered the various categories of games, it is important to note that their effectiveness is largely determined by the game mechanics used. It is game mechanics, selected taking into account a specific goal and audience, that make it possible to purposefully develop supra-professional competencies that are in demand in the modern world. We list the possible game mechanics for the development of groups of supra-professional competencies (Table 2).

Table 2: Mechanics by supra-professional competency groups.

Competency Group Name	Mechanic
Right	– Analyze cases with elements of legal challenges to determine the applicability of regulations and find solutions. – Conduct negotiations based on knowledge of regulations and ability to argue your case. – Drawing up documents in accordance with rules and templates. – Decision-making on legal aspects of professional matters.
Management decisions	– Managing limited resources (finance, time, staff) to achieve the objectives. – Finding and making decisions on various management problems, assessing their consequences. – Develop plans, organize team work and monitor tasks. – Delegating tasks to other players, taking into account their skills and motivation. – Analysis of information provided on the status of the managed system.
Analytics	– Collecting and analyzing information from various sources to solve problems. – Finding patterns and relationships between different data. – Forecasting future events – Hypothesis formulation and validation based on data. – Visualization of analysis results.
Information technology	– Store and organize information for better use. – Data protection.

DOI: 10.63550/ICEIP.2025.81.83.097

Competency Group Name	Mechanic
	– Create simple websites and apps using out-of-the-box tools and templates. – Use of tools for interactive visualization of results. – Using tools to create and edit videos.
Project activities	– Develop project plans, goals, objectives, resources and timelines. – Identification, analysis and management of project risks. – Efficient allocation and use of project resources – Plan and monitor project objectives. – Teamwork to achieve common goals. – Idea generation

3 RESULTS

In 2023, a group of authors, associate professors of the Department of Tourism, Hotel and Restaurant Service of USPTU, developed a board game "IES.TOR: Territory, Training, Development." The dynamic board business game is aimed at developing skills in searching and analyzing information about the potential of territories, developing action plans, as well as teamwork and project thinking. It immerses participants in a realistic situation where they need to apply their knowledge and competencies to develop and justify specific projects for the development of territories.

– The main goal of the game is to provide students with practical experience in designing and organizing events at various levels (federal, regional and local), taking into account the specifics of the territories, financial restrictions and opportunities for cooperation with partners. The game contributes to the formation of a comprehensive vision of regional development problems, the development of analytical and design skills, and also allows students to show their professional qualities and determine the trajectory of further training.

The game involves second-year USTU students studying in undergraduate programs according to the "2 + 2" scheme (nuclear program), representing various areas of training:

– "Economics," profile "Economics of entrepreneurship and innovation"

– Economics, Finance and Credit profile

– Management, Finance and Project Management profile

– "State and municipal administration," profile "Regional administration"

– "Foreign regional studies," profile "Oriental studies. Digital policy and public communications in the fuel and energy complex "

– "Tourism," profile "Organization of international and domestic tourism"

– "Hospitality," profile "Hospitality"

– Applied Informatics, Digital Technologies in Business profile

– To organize project activities, all students are divided into teams, each of which has a representative of each direction of training. This allows students to work in multidisciplinary teams, exchange knowledge and experience, considering tasks from different points of view.

– Each team will have a choice of several specific factors that will need to be worked with from different categories, including:

– facility - administrative territory (within the Republic of Bashkortostan);

– condition - investment amount;

– the task is to conduct events (the choice is made from three possible options for levels: federal, regional and local. One task is selected from each level);

– partner - sponsor or co-organizer;

– restrictions - force majeure (the card is drawn by the team an hour after the start of the game).

The gameplay takes place in several stages:

1. Territory analysis (15 minutes). Teams study information about the selected administrative territory of Ufa or the Republic of Bashkortostan (population, budget, industry specifics, profile orientation).

2. Analysis of task cards (10 minutes). Teams receive cards with tasks - events that need to be organized (a choice of three levels: federal, regional and local). Participants analyze the importance, the ratio of resources and costs and decide on the possibility of implementing each activity (from 1 to 3 activities are selected).

3. Analysis of cards with partners (10 minutes). Teams receive cards with information about a potential partner (sponsor, co-organizer). Participants analyze opportunities for cooperation and formulate a letter of proposal to the partner about potential participation in the event.

4. Event/events design (15 minutes). Teams develop a detailed plan for the implementation of

DOI: 10.63550/ICEIP.2025.81.83.097

selected activities (goal, tasks, participants, budget, resources, partners, working group, etc.).

5. Working with the restriction card (15 minutes). Teams receive a card with force majeure (for example, budget cuts, changes in legislation, aggravation of the situation with the spread of viral infection) and develop proposals for solving problems, analyze new opportunities and make adjustments to the action plan.

For each team, a moderator is appointed to monitor the progress of the game and compliance with the rules. The moderator also fills out a checklist (Figure 1), noting the contribution of each participant to the solution of the general problem and assessing the manifestation of professional qualities that will be required in the further selected training profile.

FULL NAME participant	Group	Competence development							Realizes belonging to the future direction of training	Overall output by participant
		Search, analysis and synthesis of information	Define tasks, select solution based on resources	Teamwork, role, communication	Justification of economic decisions	Organization, customer orientation, quality	Leadership and motivation	Assess resources and competencies		
1.										
...										
...										
General output by command										

The assessment should be carried out according to a 3-point system:
1 - the skill is practically not manifested
2 - owns a skill at an average level, we see perspective
3 - excellent skills

Figure 1: Moderator checklist.

The game was attended by 134 students in eight educational programs completing the second year of study.

For each participant, after filling out the table, a brief conclusion was formulated, based on assessments for all competencies. For example, a S.A.I. student, BGOGi-22 group: "A. demonstrated excellent information search and analysis skills, which allowed the team to effectively assess the potential of the territory. She showed herself well in teamwork. There is potential in developing leadership skills. Aware of belonging to the future direction of training, shows interest in the field of hospitality. "

Based on the results of the analysis of all assessment sheets for each competence, the following conclusions were made:

1. Search, analysis and synthesis of information: on average, students do a good job of finding information, but many have difficulties with its analysis and synthesis to make informed decisions. It is recommended to pay more attention to the development of critical thinking and skills in working with large amounts of data.

2. Task Definition, Resource-Aware Solution Selection: Most teams have successfully defined tasks that meet the conditions. However, when choosing a solution, resource constraints were often not taken into account, leading to unrealistic plans.

3. Teamwork, role, communication: there was a tendency towards uneven distribution of roles in teams. Some members dominated while others remained in the background. Communication skills are well developed, but there is room for improvement in active listening skills and constructive feedback.

4. Justification of economic decisions: this competence turned out to be the weakest for most participants. Many could not justify the economic feasibility of their decisions, which indicates a lack of knowledge in the field of financial analysis and budgeting.

5. Organization, customer focus, quality: students demonstrated an understanding of the importance of organizing events and a customer-oriented approach.

6. Leadership and motivation: leadership qualities were manifested in a small number of participants. Some students had difficulty motivating the team.

7. Assessment of resources and competencies: There was a lack of understanding among some participants of the importance of assessing available resources, leading to unrealistic plans and inefficient use of available opportunities.

8. He is aware of belonging to the future direction of training: most of the students have demonstrated an awareness of belonging to the future direction of training and have shown interest in the professional field, which indicates the correct choice of profession and motivation for further training.

Among the educational results, one can distinguish such as an understanding of the specifics of regional development, the ability to apply knowledge from different areas to solve the tasks, the development of project and analytical thinking, the formation of teamwork skills, awareness of their professional competencies and capabilities, practical experience in the development and planning of events.

"IES.TOR" is an effective and exciting business game that allows students to gain valuable experience in project activities, develop key competencies and consciously approach the choice of their professional path.

4 DISCUSSION

Game practice is of great importance in the formation of human resources for sustainable development of the regional economy. This is proven by the extensive experience of including such mechanisms of training in higher education and adult education.

A scientist from China KuanChenTsai published a study called "Work and lack of games makes an adult a boring student" (Kuan, 2015). This study notes that "play can also motivate adult learners to seek out intellectual issues and continue to do so, which is the true meaning of lifelong learning. It also recognizes the importance for transformational learning of imagination and imagination, which help adult students understand the world around them. Thus, the conclusion is formulated that the game is an important impetus to the development of imagination and imagination, which means that "the inclusion of the game in adult educational programs can not only increase the scale of self-managed research, but also make the educational process more colorful and rich." Also in the article are some studies and world practices on the effective use of games in the learning process

Having analyzed the work in the field of gamer practice, we can propose the following game classification that will promote professional self-determination and is based on various criteria such as the goal of the game, the format of the game, the types of skills that the game develops, and age of the target audience (Table 1). Australian scientist Dorothy Lucardie also investigated the process of including game practice in training (Lucardie, 2014). The work primarily notes the presence of a large number of studies on the importance of game practice in the process of teaching children, and a lack of research on the effectiveness of this method for teaching adults. However, when analyzing the learning outcomes of adults, surveys of both students and teachers showed that "both adult students and their teachers also believed that fun and pleasure affect adult learning, and they were able to determine the role that fun and pleasure play in adult learning programs. First, both fun and pleasure experienced were perceived by both students and teachers as a motivator to attend classes and gain knowledge and master skills. Secondly, fun and pleasure were recognized as a mechanism that promoted the concentration of students and helped in the absorption of knowledge. Finally, entertainment and relish experienced have been identified as a proven way to create a socially connected learning environment. "

Representatives of the American Higher School also explore the inclusion of game practice in education, for example, in the work "The Process of Playing in Higher Education: a phenomenological study, "its author Lisa K. Forbes (Forbes, 2021) made several conclusions, among which one can single out the fact that the game is underestimated in higher education, although the game cultivates safety and a warm comfortable environment, eliminating barriers to learning, awakening the positive influence and motivation of students, as well as their involvement.

Russian scientists also pay attention to the process of game practice in higher education. Scientists of the Volgograd State Technical University Abramenko E.V., Abramenko S.A. examined the effect of game practice on the level of stress, without finding a direct relationship, came to the conclusion that this tool is effective and useful in higher education (Abramenko and Abramenko, 2024).

5 CONCLUSIONS

In general, taking into account the specific characteristics, target settings and the ability to perceive information in the modern generation of students, game practice allows to motivate learning to a greater extent, retains interest in cognition. World practice in the use of these methods has shown their effectiveness and success in working not only with children and youth, but also with adult students. At the same time, the current approach to higher education through delayed professional self-determination shows the need to identify personal predispositions and potential at different stages of education, which is fully facilitated by the use of business games.

REFERENCES

Abramenko, E. V., Abramenko, S. A., 2024. Psychological benefits of gaming practice in higher school conditions: from stress to happiness. *Perspectives of science and education.* № 2(68). Pp. 470-487.

Anikeeva, N. P., 1989. Analysis of imitation pedagogical games. Game in the pedagogical process: an interuniversity collection of scientific papers. Novosibirsk State Pedagogical Institute. Novosibirsk: Novosibirsk State Pedagogical University, pp. 28-37. EDN YKAVKT.

Belyaeva, L. A., Novikova, O. N., 2018. «Man plays» in the postmodern era. *Ideas and Ideals.* Vol. 2, No. 3(37). pp. 82-95.

Bespalko, V. P., 1989. The components of pedagogical technology. Moscow: Pedagogika Publ., 192 p.

Chistyakova, S. N., 2018. The relevance of the problem of professional self-determination of students in modern conditions. *Vocational education and the labor market.* No. 1. pp. 54-60.

Elkonin, D. B., 2005. Psychology of the game. 358 p.

Forbes, L.K., 2021. The Process of Play in Learning in Higher Education: A Phenomenological Study. *Journal of Teaching and Learning.* Vol. 15, No. 1, pp.57-73.

Holland, J. L., Johnston, J. A., Asama, N. F., 1993. The Vocational Identity Scale: A Diagnostic and Treatment Tool. *Journal of Career Assessment.* Vol. 1, No. 1. P. 1-12.

Huizinga, J. (2011). Playing people: the experience of an element of the definition of gaming culture. Traveled through St. Petersburg: it's ever the roots of willow.

Kandaurova, A.V., Mikhailova, S. V., 2021. The role of supra-professional competencies in the professional development of students. *Bulletin of Nizhnevartovsk State University.* № 4(56). Pp. 78-86.

Khisamutdinova, A. F., Gabidullina, E. V., 2023. Modern trends in the implementation of educational programs of higher education in Russia. *International Scientific Research Journal*. № 1(127).

Klimov, E. A. (2008). Psychology of a professional: selected psychological works. Russian Academy of Sciences. Education, Moscow Institute of Psychology and Social Sciences. 1 p.

Kuan, Ch.T., 2015. All Work and No Play Makes an Adult a Dull Learner. *Journal of Education and Training* Vol. 2, №. 1.

Kupriyanov, B. V., 2012. Role-playing game as a tool of interactive higher professional education. *Professional education in Russia and abroad.* № 1(5). Pp. 72-75.

Levina, M. M., 2001. Technologies of professional pedagogical education: A textbook for students. higher pedagogical studies Moscow: Akademiya Publishing Center. 272 p.

Lucardie, D., 2014. The Impact of Fun and Enjoyment on Adult's Learning. Procedia – Social and Behavioral Sciences, Volume 142, p. 439-446.

Maslow, A., 2018. Motivation and personality. St. Petersburg. 352 c.

Piaget, J., 2003. Psychology of the child. 18. ed. 159 p.

Pryazhnikov, N. S., 2008. Professional self-determination: theory and practice: a textbook for students of higher educational institutions studying in the field of Psychology and psychological specialties (Higher professional education. Psychology).

Selevko, G. K., 2006. Technology of educational Encyclopedia: in 2 volumes. Moscow: Research Institute of Self–technology, p. 22.

Shchetinina, D. P., 2013. Methodological and practical aspects of conducting business games in higher educational institutions. *Russian Psychological Journal.* Vol. 10, No. 4. pp. 15-24.

Shevtsova, A. Y., Muravyeva, N. G., 2021. Application of gamification techniques to increase professional motivation of students. *Higher education today.* No. 4. PP. 32-37.

Super, D. E., 1982. The Relative Importance of Work: Models and Measures for Meaningful Data. *Counseling Psychologist.*Vol. 10, No. 4. P. 95-103.

Vygotsky, L. S., 1966. The game and its role in the mental development of a child. *Questions of psychology.* No. 6. pp. 62-76.

Zakharova, I. Yu., Morzhina, E. V., 2018. Game pedagogy: a development table, selection and description of games. 152 p.

Zeer, E. F., 2009. The development of professional psychology: handbook of educational institutions of higher education studentovamuvyr, I. Bachelor's degree training for students in the field of Master's degree in Psychology and specialty in psychology / E. F. Zeer; Ah. F. Zeer. – 3rd. grind., erased. Moscow: Akademiya Publ.,(Textbook).

Zharkikh, N. G., 2020. Imitation games in the organization of bachelor's education. Scientific notes of the Orel State University. № 3(88). Pp. 167-170.