У разі дотримання низки організаційно-педагогічних умов, які сьогодні видаються цілком здійсненними, звернення до їх можливостей дозволить істотно раціоналізувати хід підготовки майбутніх професіоналів. Реалізація перспективних форм його побудови, в свою чергу, з великою ймовірністю сприятиме інтенсифікації формування у студентів низки компетенцій, необхідних для успішної самореалізації в сучасному суспільстві.

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ACTIVATION OF STUDENTS' CREATIVE POTENTIAL BY MEANS OF BUSINESS GAMES IN WARTIME CONDITIONS

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Relevance of the study. Modern wartime conditions put forward new requirements for the education system, in particular for the training of specialists who are able to think creatively, quickly adapt to changes and make non-standard decisions. In the conditions of constant challenges associated with war, it is the development of students' creative potential that becomes an important factor in the stability of society and its future recovery. One of the effective methodological tools that contributes to the formation of such qualities is a business game, which combines training, modeling of real situations and the development of innovative thinking.

Purpose of the study. The purpose of the work is to substantiate the role of business games in the process of activating students' creative potential in wartime conditions, to determine the pedagogical possibilities of this method for the formation of creativity, independence and professional readiness of future specialists to work in difficult socio-economic conditions. Here is an updated, edited and improved version of the text. I made it more holistic, logical, academically balanced, with smooth transitions between paragraphs and more modern formulations.

The conditions of existence of Ukraine as a state, as well as the challenges that have arisen before the education system in connection with the war, require the involvement of teachers in the educational process who are not only competent, but also able to think creatively, adapt to new realities and inspire students. Today, it is especially important to form in students the skills of independence, creativity, systematic thinking, as well as the ability to quickly adapt in a rapidly changing world. This task requires the search for effective teaching methods that can develop not only the intellectual, but also the creative abilities of students.

Pedagogical activity always involves an element of creativity. When planning classes, the teacher thinks not only about what to convey to students, but also how to do it - by what means to interest the future specialist, to arouse in him the desire to study the discipline more deeply. In this process, modern Internet resources [1; 2] become indispensable assistants, offering a large number of multimedia materials: texts, videos, interactive presentations, simulations, etc.

The issue of developing creative thinking in wartime is of particular relevance. It is the ability to think outside the box, generate new ideas, and seek original solutions that becomes the key to survival and success — both at the front and in the rear. Ukrainian military personnel have repeatedly demonstrated examples of an innovative approach to solving combat and technical tasks,

which ensured an advantage over the enemy. Education, as the intellectual rear of society, is designed to cultivate just such thinking — flexible, analytical, but at the same time bold and capable of experimentation [3-4].

One of the effective means of developing creative potential is business games, which combine training, modeling real situations, and game elements. Studies show that after reading, only 10% of information is remembered, 20% of what is heard, 30% of what is seen, and up to 90% of what is done with one's own hands. Thus, a business game is not only an interactive form of learning, but also a powerful tool for developing practical skills.

A business game activates thinking, stimulates imagination, develops the ability to analyze, communicate and cooperate. It forms responsibility, discipline and the ability to act in a team - traits that are extremely important not only for professional activity, but also for the stability of society as a whole. In the game, students learn to make decisions in conditions of uncertainty, which is especially important during war, when quick reaction, initiative and flexibility of thinking determine the effectiveness of actions.

Business games can take the form of dialogue, case, simulation or role-modeling. In each case, they create an environment of cooperation in which participants learn not only from the teacher, but also from each other. Such forms increase motivation, reduce psychological tension, form a positive attitude towards learning and stimulate the internal need for self-development [5].

Conclusions. Business games are a powerful tool for developing creative thinking and professional competence of students. They contribute to the formation of skills of teamwork, responsibility, quick reaction to changes and non-standard approach to solving problem situations. In wartime, such teaching methods acquire special importance, as they help young people develop flexibility of thinking, stress resistance and the ability to make independent decisions [6].

Thus, the use of business games in the educational process ensures effective training of future specialists who are able to think creatively, act confidently in conditions of uncertainty and contribute to the restoration and development of Ukraine.

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