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GAMIFICATION AS AN INNOVATIVE APPROACH TO DEVELOPING STUDENTS' ENTREPRENEURIAL SKILLS

The modern system of higher education requires innovative teaching methods aimed at developing practical entrepreneurial skills of students that meet the requirements of a dynamic labor market. Today, education requires modern tools based on the latest achievements of science and technology, digitalization and computerization. The use of gamification in the educational process is a guarantee of training highly qualified specialists and their further successful professional entrepreneurial activity.

The methodology and methods of gamification are highlighted in the works of such scientists as N. Pelling, K. Salen, E. Zimmerman, F. Lantz, Zh. Hamari et al. The research was aimed at studying the possibilities and advantages of using gamification in the educational process in modern conditions.

For young people of the Zoomer generation (born in 2005 and younger), who grew up in the Internet era, have unlimited access to information, and have used digital technologies since childhood, classical higher education cannot provide all the necessary competencies and soft skills through traditional methods. Educational institutions should offer students such approaches to learning that will not only immerse them in the educational process, but also evoke certain emotions. Since computer games are the main form of entertainment and leisure for the modern generation, it is advisable to use gaming practices in the educational process, i.e. gamification.

The term "gamification" was proposed in 2002 by Nick Pelling. Gamification is the use of game techniques in non-game situations, the application of game design methods for non-game areas, such as business processes, social projects, education, etc. [3].

Hamari believes that gamification broadly refers to technological, economic, cultural and social changes in which reality becomes more game-

like and thus can more easily provide for the accumulation of skills, motivational benefits, creativity, playfulness, engagement and overall positive growth and happiness. [2].

Learning and acquiring knowledge for students is a complex process that requires great effort from them and is quite routine, causing fatigue and often even boredom, the use of gaming technologies in the educational process will be beneficial and will ensure increased learning efficiency. Students, which childhood are playing in various games on computer, it is much easier to include in the educational process precisely through gamification. Game-based business simulations and role-playing games allow students to model real business situations, analyze the consequences of their own decisions, and gain practical experience without real financial risks.

Game technologies have been used in the learning process for a long time. The scoring system on a 5-, 12-, 100-point scale, honor boards are examples of game mechanics that have been around for quite some time. are used in pedagogical activities. Gamification traditionally includes various types of rewards for completed tasks: points, levels, progress indicators, virtual money, etc. Effective implementation of gamification requires a methodically based approach, teacher training, and a combination of game elements with traditional educational methods.

Games activate the production of pleasure and joy hormones in the human brain - dopamine and endorphin. Having achieved the goal of the game or having passed a certain level, the gamer feels pleasure, shows interest in the game, which, in turn, motivates for further actions. Gamification allows people to feel emotions, thereby motivating them. Thus, gamification turns routine processes into pleasure and creates involvement.

It has been found that the vast majority of children play computer games, modern students are more effective in learning using game practices, so teachers and lecturers will continue to gamify their disciplines.

In the process of gamification, a person remains himself, without taking on any roles, and moves solely based on his real goal. The gamified educational process is actually is not a computer game, but there is a very similar game shell software that supports course disciplines. During the course, the student is given a certain educational task, a game problem – gain certain number of

points for completing a task on the computer by a specified deadline to progress to the next level. Educational goals are always a priority. Games are only intended to help maintain motivation to complete educational tasks.

A game transports the player into a fictional reality of a game space, while gamification leaves the player in the real world with real non-game problems and tasks. The use of gamification in entrepreneurship education promotes the development of key competencies, including creative thinking, decision-making, risk management, teamwork, and financial literacy.

Gamified learning environments stimulate students' active participation in the learning process, form responsibility for the results of their activities, and increase the level of independence.

Therefore, gamification decisively leads to an increase in the quality of educational processes and is a promising innovative tool for developing students' entrepreneurial skills and improving the quality of economic and business education. In order to achieve success for the new generation that has grown up in the era of digitalization and the Internet, and which is already entering universities, it will be advisable to use gaming practices. Therefore further development of gamification methods and tools is an important task for modern scientists.

Literature

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