

ՄԵՀՐԱԲՅԱՆԻ ԱՆՎԱՆ ԲԺՇԿԱԿԱՆ ՔՈԼԵՋԻ  
ՏԵՂԵԿԱԳԻՐ



**ВЕСТНИК**  
МЕДИЦИНСКОГО КОЛЛЕДЖА  
ИМ. МЕГРАБЯНА

**BULLETIN  
OF THE MEDICAL COLLEGE  
AFTER MEHRABYAN**

**VOL. 17 TOM**

**ԵՐԵՎԱՆ 2024 YEREVAN**

НАУЧНАЯ ЭЛЕКТРОННАЯ  
БИБЛИОТЕКА  
**LIBRARY.RU**

**ROAD** DIRECTORY  
OF OPEN ACCESS  
SCHOLARLY  
RESOURCES

**doi**

**Crossref**

9 771829 040003





**Dear Colleagues,**

We welcome you from one of the oldest colleges in Georgia, Panacea, which has been collaborating in the field of pharmaceutical educational programs for two years. Articles by our faculty members have been published in your scientific journal. It should be noted that publishing a scientific journal in a college is a significant responsibility, and we are proud to acknowledge that you are successfully meeting this challenge. Your journal features news about medical achievements and scientific research not only from local scientists but also from those in other countries who are your partners. We wish you continued success in your dedicated and essential work. In this way, you make an invaluable contribution to the education of future medical professionals. Such cooperation between the two countries is very important. I want to wish you success, progress and strengthening of our countries!



Sincerely,  
Director of Panacea College,  
PhD in Medicine,

**Vasil Kiknadze**



**Dear authors and editorial board members!**

On behalf of Municipal state enterprise on the right of economic management «High Medical College» Public Health Department of Almaty, I express my gratitude to you for your valuable work and dedication. Medical science and education are the foundation of our future, which require high level of professionalism. Your scientific magazine is an important platform where practitioners and researchers meet, united by a common goal - improving people's health and quality of life. Its publications reflect current medical problems, offer innovative solutions and introduction of advanced technologies into practical healthcare and education. Your publications provide a good opportunity to share best practices, discuss unresolved issues and lines of research, stimulate professional growth of specialists.

We highly appreciate your willingness to share your knowledge and experience. We wish you to continue to join like-minded persons, inspire new discoveries and serve as a reliable source of information for all those who have dedicated themselves to medicine.

We wish you further creative success and prosperity of your scientific magazine.

Best regards,  
Candidate of medical science, professor,  
Director of Municipal state enterprise on the right of economic management  
«High Medical College» Public Health Department of Almaty, Kazakhstan

**Zhumakhan Moldakulov**





ՀԱՅԱՍՏԱՆԻ ՀԱՆՐԱՊԵՏՈՒԹՅՈՒՆ  
ՄԵՀՐԱԲՅԱՆԻ ԱՆՎԱՆ ԲԺՇԿԱԿԱՆ ՔՈԼԵՋ

**ՏԵՂԵԿԱԳԻՐ**

**РЕСПУБЛИКА АРМЕНИЯ  
ВЕСТНИК  
МЕДИЦИНСКОГО КОЛЛЕДЖА  
ИМЕНИ МЕГРАБЯНА**

**REPUBLIC OF ARMENIA  
BULLETIN  
OF THE MEDICAL COLLEGE  
AFTER MEHRABYAN**

**VOL. 17 TOM**

**Изд-во «МЕКНАРК»  
YEREVAN 2024 ЕРЕВАН**



«ВЕСТНИК» выходит два раза в год на русском, английском и армянском языках. Все статьи печатаются под авторскую ответственность / «BULLETIN» is published two times per year in English, Russian and Armenian languages. All the articles are published under the author's responsibility / «ՏԵՂԵԿԱԳԻՐ»-ը տպագրվում է տարեկան երկու անգամ ռուսերեն, անգլերեն և հայերեն լեզուներով: Բոլոր հոդվածների պատասխանատվությունը կրում են հեղինակները

Печатается по решению Ученого Совета НТИЦ ОФХ НАН РА (от 13.02.2023г.)  
Published by the decision of the Scientific Council of STC OPNCH NAS RA (13.02.2023)  
Տպագրվում է ՀՀ ԳԱԱ ՕՂՔ ՊՏԿ-ի գիտական խորհուրդի որոշմամբ (13.02.2023թ.-ի)

Печатается по решению Ученого и Редакционно-издательского Советов МКМ  
Published by the decision of the Academic and Editorial & Publishing Councils of MCM  
Տպագրվում է ՄԲԲ-ի գիտական և խմբագրական-հրատարակչական խորհուրդների որոշմամբ

«ВЕСТНИК» Медицинского колледжа имени Меграбяна является научно-информационным органом медицинского колледжа, в котором представлены теоретические и практические научно-образовательные монографии, статьи, работы и предложения армянских и иностранных ученых в сфере общественного здравоохранения и медицинского образования. Все статьи содержат ключевые слова, краткие аннотации на разных языках с целью облегченного доступа исследователей.

«BULLETIN» of the Medical College after Mehrabyan is the scientific and informational body of the Medical College, which presents theoretical and practical scientific and educational monographs, articles, works and proposals of Armenian and foreign scientists in the field of public health and medical education. All articles contain keywords, brief annotations in different languages for easy access by researchers.

Մեհրաբյանի անվան բժշկական քոլեջի «ՏԵՂԵԿԱԳԻՐ»-ը՝ բժշկական քոլեջի գիտական տեղեկատվական մարմինն է, որտեղ ներկայացվում են հանրային առողջապահության և բժշկական կրթության բնագավառներում հայ և օտարազգի գիտնականների տեսական և գործնական գիտակրթական մենագրությունները, հոդվածները, աշխատանքներն ու առաջարկությունները: Բոլոր հոդվածները պարունակում են հիմնաբառեր և կարճ տեքստեր տարբեր լեզուներով, նպատակ ունենալով թեթևացնել հետազոտողների օգտվելու հնարավորությունը:

«ВЕСТНИК» Медицинского колледжа имени Меграбяна // Научно-методический журнал, № 17 / Глав. ред. Пароникян Р.Г.; сост.: Акопян А.С.  
— Ереван: Мекнарк, 2024. — 212 с.

«BULLETIN» of the Medical College after Mehrabyan, Scientific & Methodical Journal, No. 17; Editor in Chief: Paronikyan R.; comp.: Hakobyan A.  
— Yerevan: Meknark, 2024. — 212 p.

Մեհրաբյանի անվան բժշկական քոլեջի «ՏԵՂԵԿԱԳԻՐ» // Գիտամեթոդական ամսագիր, № 17 / Գլխ. խմբ.՝ Պարոնիկյան Ռ.Գ., կազմ.՝ Հակոբյան Ա.Ս.:  
— Երևան՝ «Մեկնարկ», 2024: — 212 էջ:

pISSN 1829-040X, eISSN 2953-8289

Журнал индексирован в **ROAD**

Журнал входит в **eLIBRARY**

DOI: [10.53821/1829040X](https://doi.org/10.53821/1829040X)

 ORCID: [0000-0001-9263-6791](https://orcid.org/0000-0001-9263-6791)

© Медицинский колледж им. Меграбяна  
© Medical College after Mehrabyan  
© Մեհրաբյանի անվան բժշկական քոլեջ



◆ ПСИХОЛОГИЯ ◆ PSYCHOLOGY ◆ ՀՈԳԵԲԱՆՈՒԹՅՈՒՆ ◆

DOI: 10.53821/1829040X-2024.17-159

**ИГРОВЫЕ МЕТОДЫ ОБУЧЕНИЯ В ПРЕПОДАВАНИИ  
ПСИХОЛОГИИ СТУДЕНТАМ**

**Жанар Жексенбаевна Жаманова**

*Магистр искусств,*

*Ст. преподаватель кафедры русского языка и литературы им. Г.А. Мейрамова,*

*Карагандинский университет им. академика Е.А. Букетова,*

*г. Караганда, Республика Казахстан*

[zhanara.76\\_76@mail.ru](mailto:zhanara.76_76@mail.ru)

**Аннотация.** Статья посвящена использованию игровых методов обучения в преподавании психологии студентам. Автор рассматривает различные игровые техники, которые могут быть эффективно применены на занятиях по психологии, такие как ролевые игры, деловые игры, симуляции и др. Раскрываются преимущества использования игровых методов, которые способствуют повышению мотивации студентов, развитию их практических навыков и творческого мышления. Особое внимание уделяется методике разработки и проведения игровых занятий, а также условиям их успешной реализации в учебном процессе. Приводятся конкретные примеры игровых упражнений, апробированных автором в ходе преподавания психологических дисциплин. Сделан вывод о том, что грамотное применение игровых технологий позволяет сделать обучение психологии более интерактивным, практико-ориентированным и, как следствие, более эффективным.

**Ключевые слова:** учебная игра, учебное занятие, креативность, гибкость, методы.

**GAME-BASED TEACHING METHODS IN TEACHING  
PSYCHOLOGY TO STUDENTS**

**Zhanar Zhamanova**

*Master of Arts*

*Senior Lecturer of the Department of Russian Language*

*and Literature after. G.A. Meiramov,*

*Karaganda Buketov University,*

*Karaganda, Republic of Kazakhstan*

[zhanara.76\\_76@mail.ru](mailto:zhanara.76_76@mail.ru)

**Abstract.** The article is devoted to the use of game teaching methods in teaching psychology to students. The author considers various game techniques that can be effectively used in psychology classes, such as role-playing games, business games, simulations, etc. The advantages of using game methods that help increase students' motivation, develop their practical skills and creative thinking are revealed. Particular attention is paid to the methodology for developing and conducting game lessons, as well as the conditions for their successful implementation in the educational process. Specific examples of game exercises tested by the author in the course of teaching psychological disciplines are given. It is concluded that the competent use of game technologies makes it possible to make teaching psychology more interactive, practice-oriented and, as a result, more effective.



**Keywords:** *educational game, educational activity, creativity, flexibility, methods.*

## ԽԱՂԱՅԻՆ ՄԵԹՈԴՆԵՐԸ ՈՒՍԱՆՈՂՆԵՐԻ ՀՈԳԵԲԱՆՈՒԹՅԱՆ ԴԱՍԱՎԱՆԴՄԱՆ ԸՆԹԱՑՔՈՒՄ

Ժանար Ժեկսենբայի Ժամանովա

*Արվեստի մագիստրոս,*

*Գ.Ա. Մեյրամովի անվ. ռուսաց լեզվի և գրականության ամբիոնի ավագ դասախոս,*

*Կարազանդայի ակադեմիկոս Ե.Ա. Բուկետովի անվան համալսարան,*

*ք. Կարազանդա, Ղազախստանի Հանրապետություն*

[zhanara.76\\_76@mail.ru](mailto:zhanara.76_76@mail.ru)

**Ամփոփագիր:** Հոդվածը նվիրված է խաղերի ուսուցման մեթոդների կիրառմանը ուսանողներին հոգեբանություն ուսուցանելիս: Հեղինակը դիտարկում է տարբեր խաղային մեթոդներ, որոնք կարող են արդյունավետորեն օգտագործվել հոգեբանության դասերին, ինչպիսիք են դերային խաղերը, բիզնես խաղերը, սիմուլյացիաները և այլն: Բացահայտվում են խաղային մեթոդների օգտագործման առավելությունները, որոնք օգնում են բարձրացնել ուսանողների մոտիվացիան, զարգացնել նրանց գործնական հմտությունները և ստեղծագործական մտածողությունը: Հատուկ ուշադրություն է դարձվում խաղային դասերի մշակման և անցկացման մեթոդաբանությանը, ինչպես նաև կրթական գործընթացում դրանց հաջող ներդրման պայմաններին: Տրված են հոգեբանական առարկաների դասավանդման գործընթացում հեղինակի կողմից փորձարկված խաղային վարժությունների հատուկ օրինակներ: Եզրակացություն է արվում, որ խաղային տեխնոլոգիաների գրագետ կիրառումը հնարավորություն է տալիս հոգեբանության դասավանդումը դարձնել ավելի ինտերակտիվ, պրակտիկ և արդյունքում՝ ավելի արդյունավետ:

**Հիմնաբառեր՝** *ուսումնական խաղ, ուսումնական գործունեություն, ստեղծագործականություն, ճկունություն, մեթոդներ:*

The purpose of teaching psychology in higher education is to provide future specialists and university teachers with knowledge about the patterns of occurrence, features of functioning of the psyche, development and formation of properties and characteristics of the individual as an «elementary part» of society, without orientation in which it is impossible to understand individual human behavior and the behavior of people in social groups.

When teaching psychology, it is necessary to organize the educational process so that the psychological knowledge received by students does not remain abstract and formal, but turns into convictions. One of the conditions for such a transformation is the refraction of the knowledge received through one's own experience, independent thinking, experiencing the cognizable and determining one's attitude to it. That is why independent work of students aimed at accumulating facts about human mental activity, explaining and analyzing it is so important.

One of the main requirements in teaching psychology is the development of self-awareness of students in the process of studying psychology. Based on the interest of students in the inner



world of a person, the teacher helps them to realize their responsibility to society for the formation of qualities and abilities that represent social value, sets them the tasks of self-education.

Self-education issues are closely related to the formation of the professional orientation of students (which means interest in their future profession - teacher, educator, coach, manager, etc.). Analyzing the results of observations, the teacher helps students better understand the causes of some phenomena. For example, to understand the reasons for children's inattention in some lessons, changes in behavior, etc.

In order to teach students to observe and comprehend their observations, the teacher himself must be able to observe, analyze, and generalize psychological facts.

The issue of using methods, technologies of training and teaching is of no small importance here.

It is active teaching methods that are the answer of didactics to the need for natural laws of knowledge acquisition discovered by psychological science, and they ensure the approval of the system of developmental education in the university. There are specific methods in the teaching of each subject that activate students' thinking when solving educational problems in the profile of this discipline. There are also more general ones. From the point of view of psychology, they can be divided into «three groups of methods that are most interesting for use in managing the formation of thinking. These are the methods of: a) programmed learning, b) problem-based learning and c) interactive (communicative) learning» [1: 12].

Teaching psychology is focused not only on the assimilation of a certain amount of knowledge by students, but also on the development of their personality, their cognitive and creative abilities, the formation of modern key competencies in various spheres of life, which corresponds to the main orientations of the modern concept of education.

Among such competencies, the following can be noted:

- it is necessary to learn to act within the framework of agreed goals and objectives;
- it is necessary to be able to coordinate your actions with the actions of your partner; learn to cooperate, compromise;
- you should be able to develop independently.

The formation of such competencies is possible through the relevant experience of communication activities, and such experience can be obtained in the interactive learning mode. [2]

Interactive is the type of learning that is based on the psychology of human relationships and interactions. In the teacher's activities, the central place is occupied not by a single student as an individual, but by a group of interacting students who, discussing issues, argue and agree with each other, stimulate and activate each other. When using interactive methods, the spirit of competition, rivalry, and competitiveness that manifests itself when people collectively seek the truth



has the strongest effect on intellectual activity. In addition, such a psychological phenomenon as contagion (not imitation, but contagion) is at work, and any thought expressed by a neighbor can involuntarily cause one's own, similar or close to the one expressed, or, conversely, completely opposite.

Interactive learning methods include: business educational game, role-playing game, psychological training.

The best way to reproduce and study problems in the educational process is a game containing a group exercise to develop a solution in conditions simulating reality. From this point of view, the game as an active form of students' learning activity acts as one of the main forms of organizing problem-based learning in the educational process of universities.

The educational game combines two unique principles of learning: the principle of modeling future professional activity and the principle of problem-solving.

In an educational game, the process of solving a problem should be exploratory and research-based. It is equally important that the solution of most problems is probabilistic. The requirements for educational problems are simple and feasible: the problem should be relevant, its solution should require basic knowledge, imagination and creativity from the student. The problem should be complex enough and at the same time accessible for solution, it should encourage the application of existing knowledge and the search for new (for him) principles and facts, methods of solution, thanks to which students will acquire new knowledge and skills.

The teacher's activity in an educational game is reduced to its planning, organization and management of its implementation in the light of achieving a professional goal - solving the set pedagogical problems.

The goal of the students' gaming activity is threefold: obtaining knowledge, skills and abilities necessary in future professional work; self-assessment in the role played, which is of great educational importance for the student; victory in the competition between groups of students.

A business game simulates various aspects of human activity and social interaction, removes contradictions between the abstract nature of the subject and the real nature of professional activity. A business educational game is a simulation of professional activity and role-playing interaction according to the game rules of the specialists participating in it, in a certain conventional time, in an atmosphere of uncertainty, in a clash of positions, with role-playing and operating [3].

Role-playing games are used to solve complex problems of learning new material, consolidating and developing creative abilities, and also to form general educational skills. It enables students to understand and study the material from different positions. Role-playing games involve students' activities within the framework of their chosen roles, guided by the nature of



their role and the internal logic of the environment, rather than by an external behavioral scenario. Players can freely improvise within the framework of the chosen rules, determining the direction and outcome of the game. The concepts of role-playing and business games are not identical, although their content partially coincides. Business games also involve the distribution of roles between the participants, but the procedure of business games, unlike role-playing games, is structured and regulated, while role-playing games are a free process of improvisation within the framework of role «restrictions», the direction of which is determined by the participants themselves in accordance with their individual characteristics. If in a business game, as a rule, the players are faced with the need to achieve a common goal, then in a role-playing game the role goals of the players may not coincide and even contradict each other. In role-playing games, several participants can play the same role in a given situation, which allows analyzing different behavioral options and their effectiveness. Role-playing allows expanding the repertoire of behavioral reactions, developing professionally important personality traits (creativity, flexibility, ability to effectively interact with others, etc.). However, managing a role-playing game, analyzing its process and results requires specific skills and competence in the psychology of group processes from the teacher. In particular, the ability to organize group reflection, which should conclude any role-playing game, during which the personal impressions, experiences and self-assessment of the participants in the game are correlated with the impressions, experiences and assessments of observers, as well as with the objective results of the game.

Role-playing games are used to solve complex problems of learning new material, consolidating and developing creative abilities, and also to form general educational skills. It enables students to understand and study the material from different positions. Role-playing games involve students' activities within the framework of their chosen roles, guided by the nature of their role and the internal logic of the environment, rather than by an external behavioral scenario. Players can freely improvise within the framework of the chosen rules, determining the direction and outcome of the game. The concepts of role-playing and business games are not identical, although their content partially coincides. Business games also involve the distribution of roles between the participants, but the procedure of business games, unlike role-playing games, is structured and regulated, while role-playing games are a free process of improvisation within the framework of role «restrictions», the direction of which is determined by the participants themselves in accordance with their individual characteristics. If in a business game, as a rule, the players are faced with the need to achieve a common goal, then in a role-playing game the role goals of the players may not coincide and even contradict each other. In role-playing games, several participants can play the same role in a given situation, which allows analyzing different behavioral options and their effectiveness. Role-playing allows expanding the repertoire of be-



havioral reactions, developing professionally important personality traits (creativity, flexibility, ability to effectively interact with others, etc.). However, managing a role-playing game, analyzing its process and results requires specific skills and competence in the psychology of group processes from the teacher. In particular, the ability to organize group reflection, which should conclude any role-playing game, during which the personal impressions, experiences and self-assessment of the participants in the game are correlated with the impressions, experiences and assessments of observers, as well as with the objective results of the game.

## ЛИТЕРАТУРА

1. *Panina T.S.* Modern methods of organizing training: Textbook. Manual. – М.: «Academy», 2006. – 176 p.
2. *Selevko G.K.* Modern educational technologies. – М.: Nar. education, 1998. – 255 p.
3. *Tleubekova B., Toleeva N.* Neuroscience and Linguistics: Modern Problems of Neurolinguistics // «BULLETIN» of the Medical College after Mehrabyan, Scientific & Methodical Journal, No. 15; Editor in Chief: Paronikyan R.; comp.: Hakobyan A. – Yerevan: Meknark, 2023. – PP. 154–163. – DOI: 10.53821/1829040X-2023.15-154.
4. *Yakubovskaya L.P.* Methods of Teaching Psychology. Textbook. – М.: «Academy», 2006. – 28 p.



© Zhamanova Zh., 2024

© Жаманова Ж.Ж., 2024

© Ճամբանովա Ճ.Ճ., 2024

---

## LINK FOR CITATION:

*Zhamanova Zh.* Game-based Teaching Methods in Teaching Psychology to Students // «BULLETIN» of the Medical College after Mehrabyan, Scientific & Methodical Journal, No. 17; Editor in Chief: Paronikyan R.; comp.: Hakobyan A. – Yerevan: Meknark, 2024. – PP. 159–165. – DOI: 10.53821/1829040X-2024.17-159.

## ССЫЛКА ДЛЯ ЦИТИРОВАНИЯ:

*Жаманова Ж.Ж.* Игровые методы обучения в преподавании психологии студентам // «ВЕСТНИК» Медицинского колледжа имени Меграбяна // Научно-методический журнал, № 17 / Глав. ред. Пароникян Р.Г.; сост.: Акопян А.С. – Ереван: Мекнарк, 2024. – СС. 159–165. – DOI: 10.53821/1829040X-2024.17-159.



**ՄԵԶԲԵՐՄԱՆ ՀՂՈՒՄ՝**

*Ժամանակա Շ.Շ. Խաղային մեթոդները ուսանողների հոգեբանության դասավանդման ընթացքում // Մեհրաբյանի անվան բժշկական քոլեջի «ՏԵՂԵԿԱԳԻՐ» // Գիտամեթոդական ամսագիր, № 16 / Գլխ. իմր.՝ Պարոնիկյան Ռ.Գ., կազմ.՝ Հակոբյան Ա.Ս.: – Երևան՝ «Մեկնարկ», 2024: – ԷԷ. 159–165. – DOI: 10.53821/1829040X-2024.17-159.*

**Информация о статье:**

*статья поступила в редакцию 17 сентября 2024 г.,  
подписана к печати в номер 17 / 2024 – 25.12.2024 г.*



ՀԱՅԱՍՏԱՆԻ ՀԱՆՐԱՊԵՏՈՒԹՅՈՒՆ  
ՄԵՀՐԱԲՅԱՆԻ ԱՆՎԱՆ ԲԺՇԿԱԿԱՆ ՔՈԼԵԺԻ  
ՏԵՂԵԿԱԳԻՐ

РЕСПУБЛИКА АРМЕНИЯ  
ВЕСТНИК  
МЕДИЦИНСКОГО КОЛЛЕДЖА ИМ. МЕГРАБЯНА  
REPUBLIC OF ARMENIA  
BULLETIN  
OF THE MEDICAL COLLEGE AFTER MEHRABYAN

Главный редактор – ПАРОНИКЯН Р.Г.

Составитель, технический редактор, корректор и дизайн – АКОПЯН А.С.

Ответственные за номер – БАБАЯН В.Г., МИКАЕЛЯН А.К., АКОПЯН А.С.



*ORCID: 0000-0001-9263-6791*

**DOI: 10.53821/1829040X**

Редакционный совет Вестника просит направлять статьи по адресу:

0012 Երևան,  
Հր. Քոչարի 21.  
Հեռ.՝ (+374 10) 26-27-43;  
(+374 10) 28-95 -54  
Կայք՝ [www.armmed.am](http://www.armmed.am)  
E-mail:  
[med\\_mehrabyan@rambler.ru](mailto:med_mehrabyan@rambler.ru)

0012 Yerevan  
21 Hr. Kochari st.  
Tel.: (+374 10) 26-27-43;  
(+374 10) 28-95-54  
Website: [www.armmed.am](http://www.armmed.am)  
E-mail:  
[med\\_mehrabyan@rambler.ru](mailto:med_mehrabyan@rambler.ru)

0012 Ереван  
ул. Гр. Кочара 21.  
Тел: (+374 10) 26-27-43;  
(+374 10) 28-95-54  
Сайт: [www.armmed.am](http://www.armmed.am)  
E-mail:  
[med\\_mehrabyan@rambler.ru](mailto:med_mehrabyan@rambler.ru)

Заказ № 17

Подписано к печати 25.12.2024г.

Формат 70x100<sup>1/16</sup> Бумага офсетная № 1.

Объем – 13,25 усл. п. л. Тираж 200 экз.

Отпечатано в типографии:

ООО «МЕКНАРК»

г. Ереван, ул. Абовяна 41.

Тел.: (+374 91) 40-27-97 (моб.), (+374 94) 40-27-97 (моб.)

E-mail: [dd1dd@mail.ru](mailto:dd1dd@mail.ru)



## MEDICAL COLLEGE AFTER MEHRABYAN «VIVA». Doctors and Volunteers for Armenia







LIQVOR<sup>®</sup> *pharmaceuticals* 34 Years

