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GAMIFICATION TRAINING AS AN TOOL FOR MANAGING PERSONAL QUALITIES IN THE CONTEXT OF SUSTAINABLE HUMAN CAPITAL DEVELOPMENT

The article substantiates the feasibility of choosing gamification training as an effective form of interaction in the educational process. The results of the trial implementation of the author's gamification training "Emotional Explosion" are presented, with both qualitative and quantitative analysis conducted regarding the influence of gamified practices on the development/optimization of emotional intelligence, communication and collaboration skills, creativity and cognitive flexibility, stress resistance, and adaptability.

Keywords: *gamification training, gamified practices, emotional intelligence, sustainable development, personal quality management, resistance, resilience, soft skills*

The modern world is undergoing a series of profound transformations, driven by global challenges – military conflicts, humanitarian crises, mass population displacements, environmental threats, and rapid technological development. In these conditions, society faces the urgent need not only for physical and economic security but also for ensuring psychological resilience, developing emotional intelligence, and forming a mature personal self as the foundation of social and psychological balance.

Issues of self-identification, awareness, and management of personal qualities become especially important in the context of social turbulence, particularly for vulnerable groups – such as youth, internally displaced persons (IDPs) and refugees, victims of violence, trauma survivors, and the elderly.

Traditional forms, methods, and techniques of education, as well as psychological support tools, often prove to be insufficiently flexible and engaging to address the tasks of building inner strength, developing emotional intelligence, and fostering sustainable interaction skills.

In response to this challenge, there is a growing need for innovative tools that combine elements of education, psychology, gaming, and self-awareness. One such tool is the author's gamification training "Emotional Explosion," developed based on gamified practices (EdGame), which integrates a gaming format, emotional work, communication practices, and personal skill development as human resource capital. Gamified practice is understood as the art of managing game processes and creating conditions for the most beneficial and effective experience for participants (Game Practitioner, 2025).

We understand gamification training as a system of gaming exercises that contribute to the rapid concentration of attention, memory, and imagination, which in turn changes the participant's activity from reproductive/productive to creative/innovative. The gamification training described in this article was proposed as an innovative tool for learning foreign languages through emotional engagement. At the same time, its content and methodological potential support the development of the personal "self" as a managed resource for resilience and resistance.

Moreover, the content and format of gamification training directly correlate with the key Sustainable Development Goals (SDGs) adopted by the United Nations, primarily with the following:

Goal 3: Ensure healthy lives and promote well-being for all at all ages;

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;

Goal 16: Promote peaceful and inclusive societies for sustainable development (Sustainable Development Goals).

The aim of this article is to analyze the impact of gamified practices (using the example of EdGame "Emotional Explosion") in the form of gamification training on the development of emotional intelligence; to substantiate their effect on the conscious management of personal qualities, and overall – on the sustainable interaction of the individual with the social environment in the context of international sustainable development goals and the concept of social stability.

Theoretical Foundations. The Concept of Personal Self

One of the micro-goals that we identified when using gamified practices during the educational training was the formation of a mature personal self.

Personal self (self-identity, self-concept) in contemporary psychology is viewed as a system of a person's representations about themselves, which includes cognitive, affective, and behavioral components. According to A. Bandura and J. Rotter the self-concept plays a key role in regulating behavior, motivation, and personality resilience (Hjelle & Ziegler, 2006).

In times of crises, the loss of stability, and the disruption of familiar social markers, it is the awareness and acceptance of one's self that becomes the foundation of inner strength.

Modern approaches in identity studies emphasize that the self-concept is dynamic, subject to revision, and can be strengthened through active self-awareness, reflection, and interaction with others. Games and gamified practices, by creating a safe space, allow participants to experiment with their identity, discover new facets of their self, and actualize personal resources.

Emotional Intelligence as a Component of Resilience

The focus of our attention during the experiment was emotional intelligence (EI), particularly its components such as: self-awareness, self-regulation, motivation, empathy, and social skills. Emotional intelligence is a meta-competence that plays an important role in social adaptation, building trust-based relationships, overcoming stress, and decision-making.

The development of EI becomes especially relevant in situations of heightened stress, traumatic experiences, and social fragmentation. For refugees, internally displaced persons, youth, and individuals who have experienced crisis events, the formation of emotional awareness and communication skills becomes a crucial task for psychological rehabilitation and social integration.

During the gamification training "Emotional Explosion," the participants particularly demonstrated an increased ability to recognize, understand, and manage both their own emotions and the emotions of others.

Personal Quality Management and Soft Skills

An accompanying goal in the implementation of gamification training in our study was observing the development of personal qualities and skills necessary for social integration (soft skills). Personal quality management is the conscious development and application of individual characteristics (empathy, attraction, responsibility, creativity, stress resilience, etc.) in professional and social spheres.

The term "soft skills" in contemporary pedagogy and psychology refers to "flexible" skills that complement professional knowledge and are critically important for the sustainable development of both the individual and society (Shevchenko, Shelever, & Markova, 2024).

In times of change and uncertainty, it is soft skills that form the foundation of adaptability, self-organization, and long-term resilience. In our opinion, gamification training, as a form of organizing educational activities and a tool for achieving goals, can be an effective means of developing these skills through an interactive, emotionally enriched, and reflective format.

Gamified Practice as a Tool for Personal Development

Gaming methods have long been used in education, practical psychology, rehabilitation, business, and other fields. Gamified practices are especially effective in inclusive education (adaptation to general education conditions), psychotherapy (counteracting stress, mastering emotional stabilization techniques), and social work (forming concepts of deviations, social pathologies, and healthy lifestyles). Gamified practice is based on the idea that through play, it is possible to simulate complex life situations, explore inner states, and train social and emotional skills.

In the context of the author's gamification training "Emotional Explosion," the game serves simultaneously as:

- a space for the safe expression of emotions;
- a field for self-observation and reflection;
- a tool for developing meta-skills such as mindfulness, empathy, emotional flexibility, and communication competence.

Sustainable Development, Psychological Resilience, and Social Balance

Thanks to its content and methodological resources, gamified practice can, in our opinion, be an effective tool in achieving psychological and social balance, which is one of the key ideas in the Concept of Sustainable Development (sustainable development implies a balance between economic growth, social justice, and environmental responsibility). At the same time, in recent years, special attention has been paid to the internal resources of the individual as factors of societal resilience: the ability to adapt, maintain mental health, and actively participate in positive change.

It is precisely here that the formation of personal self, the development of emotional intelligence, and soft skills through gamified practice can be seen as a contribution to the realization of the SDGs (Sustainable Development Goals) – not only at the institutional level but also at the individual level.

Research Methodology and Description of the "Emotional Explosion" Gamified Training Methodological Foundation

This study is based on an interdisciplinary approach that combines the principles of:

- Personality psychology and emotional intelligence;
- Gamified methodologies;
- Communicative/psycho-linguistics and neuropsychology;
- Sustainable education practices (Education for Sustainable Development).

The choice of the author's "Emotional Explosion" gamified training as the subject of analysis is determined by its unique structure, which simultaneously focuses on:

- Developing personal awareness,
- Emotional release and emotion management,
- Formation and reinforcement of soft skills,
- Stimulating internal motivation for learning and self-discovery.

The research methods include:

- Qualitative analysis of the training scenario and stages;
- Observation and reflection of participants;
- Expert evaluation of effects (based on trials and surveys);
- Correlation of training components with sustainable development goals (SDGs).

Goals and Objectives of the "Emotional Explosion" Gamified Training

The main goal of "Emotional Explosion" is to form a mature, resilient personal self, capable of conscious emotional expression, reflection, and adaptation in complex sociocultural conditions. The objectives of the training are to:

- Create a safe space for emotional expression;
- Activate mechanisms of self-awareness and reflection;
- Develop empathy, mindfulness, creativity, and communication skills;
- Strengthen the sense of personal value and belonging to the group;
- Stimulate interest in learning (including language learning) through emotional engagement.

Structure of the "Emotional Explosion" Gamified Training

The training consists of a sequence of stages, each of which serves both an educational and therapeutic function. It is structured based on the principle of an emotional arc – from external engagement to deep self-discovery and a return to the integrated self.

Examples of stages (conditionally):

- Warm-up and entry into the space – exercises to remove barriers and activate bodily and verbal reactions.
- Work with emotions – theatrical and gamified mini-scenarios modeling various emotional states and conflicts.
- Dialogue with oneself – tasks for awareness of internal roles, -fears, and resources.
- Team interactions – exercises for empathy, support, and collaboration.
- Reflection and integration – joint analysis of the lived experience, recording personal insights and changes.

Target Audience

The gamified training is applicable to several target groups:

Students and youth (18–25 years old);
Refugees and internally displaced persons (IDPs);
Women who have experienced crisis situations;
Work teams and organizations.

The program is especially valuable for vulnerable groups in need of restoring emotional stability, social trust, and a sense of personal effectiveness.

Expected Effects and Sustainable Potential

Participation in the training contributes to: reducing internal tension and aggression; increasing self-confidence and trust in others; developing a conscious attitude toward emotions and behavior; stimulating interest in learning and self-realization; strengthening social connections and horizontal communications.

The systemic implementation of such gamified trainings, particularly in educational, rehabilitative, and youth environments, can contribute to the achievement of the Sustainable Development Goals by ensuring the internal resilience of individuals as a foundation for social stability and the development of personal capital.

Results and Discussion

Quantitative Analysis of the Game Training Trial Results

Analysis of Block 1: "Emotional Intelligence and Empathy"

Below are the survey results from 13 participants of the game-based training:

"I understood the emotion of my character"

100% – YES (13 out of 13)

"I was able to express the emotion using words and intonation"

92% – YES (12 out of 13)

8% – Partially (1 out of 13)

"I understood the emotions of my classmates / groupmates"

85% – YES (11 out of 13)

8% – Partially (1 out of 13)

7% – NO (1 out of 13)

Conclusions and Interpretations:

High level of engagement and emotional self-awareness:

All participants were able to understand the emotions of their characters. This shows deep involvement in the training and good ability to recognize their own emotions, which is a key component of emotional intelligence.

Development of emotional expression skills:

Almost all participants (92%) were able to express emotions through words and intonation, which indicates progress in both verbal and non-verbal emotional expression. One participant answered "partially," which may point to shyness or a need for additional practice.

Empathy toward others:

85% of participants were able to recognize the emotions of others. This confirms the development of empathy and observation skills. However, 15% (1 partially, 1 no) experienced some difficulty, which highlights an area for growth. It may be helpful to add exercises focused on understanding others' emotions and social interaction.

General Conclusion:

The game-based approach demonstrated high effectiveness in developing emotional intelligence, especially in the following areas:

- Awareness of one's own emotions;
- Ability to express emotions clearly;
- Basic level of empathy.

Recommendations:

- Strengthen the blocks focused on recognizing others' emotions;
- Include reflection sessions after each game activity;
- Use pair or group tasks followed by discussions about emotional experience.

Analysis of Block 2: Communication and Teamwork

Results (13 participants):

"It was easy for me to work in a team": 85% – Yes (11 out of 13); 15% – Partially (2 out of 13).

"I listened carefully to my classmates / groupmates": 100% – Yes (13 out of 13).

"I understood my partners well while completing the tasks": 70% – Yes (9 out of 13); 30% – Partially (4 out of 13)/

Conclusions and Interpretation:

High level of active listening:

All participants (100%) reported listening attentively to their teammates. This is a strong indicator of developed active listening skills, which are essential for teamwork.

It also reflects respect for others' opinions and openness to communication – both important outcomes of the training.

Team interaction: 85% of participants stated it was easy to work in a team, which shows a generally positive attitude toward collaboration.

The 15% who answered "partially" may reflect differences in communication skills or previous teamwork experience.

Mutual understanding during tasks: 70% of participants said they understood their partners well, while 30% only partially. This may indicate: lack of clarity in instructions, different interpretations of the task, underdeveloped communication skills in a game or training setting.

General Conclusion:

The game-based training showed a high level of development in communication skills, especially in active listening and openness to team collaboration.

At the same time, areas for improvement were identified: it is recommended to strengthen exercises focused on group understanding – for example: role-playing tasks, activities with clearly assigned roles or exercises that train clarification of instructions.

Analysis of Block 3: Self-Regulation and Emotional Resilience

Results (13 participants):

"I felt calm and confident during the game": 77% – Yes (10 out of 13); 23% – Partially (3 out of 13).

"It was interesting for me to manage my emotions while playing the role": 92% – Yes (12 out of 13); 8% – Partially (1 out of 13)

Conclusions and Interpretation:

The majority of participants felt calm and confident:

77% reported a positive emotional state during the game, which indicates a general sense of psychological comfort created by the training environment.

The 23% who felt only partially calm may have been influenced by individual traits (such as anxiety or low self-confidence), the specifics of their role, or group dynamics.

High interest in self-regulation:

92% of participants found it interesting to manage their emotions during the role, which shows an awareness of the importance of emotional self-regulation and a willingness to practice this skill.

This result confirms the effectiveness of the game format in helping participants develop emotional control in a safe and supportive setting.

General Conclusion:

The results of this section confirm that game-based training: supports the development of emotional resilience, activates internal motivation for self-observation and emotion regulation in different roles and situations.

Recommendations:

For those who felt only partially confident, it is advisable to include more exercises that promote psychological safety and group support.

Additionally, short reflection sessions after the game may be helpful – for example: *"What did I feel? How did I manage my emotions?"*

Analysis of Block 4: Motivation and Engagement

This block, *"Motivation and Engagement,"* plays a key role in the success of the game-based training as both an educational and psycho-emotional practice.

"I liked the game" – 100% "Yes"

Interpretation:

All participants expressed a positive attitude toward the training. This is a strong indicator of: high emotional involvement, positive affective feedback, successful creation of a supportive and engaging game environment.

This result confirms that emotional engagement is a key factor in learning and in the development of soft skills, especially among youth and vulnerable groups.

"I would like to take part in a similar game again": 92% – Yes; 8% – Partially.

Interpretation:

Almost all participants expressed the desire to participate again, which points to: stable internal motivation, positive interaction experience, a sense of success and personal significance during the activity.

One participant answered "Partially," which may reflect some individual challenges (such as language or emotional barriers), but still does not exclude willingness to participate again.

Key Conclusions on the "Motivation and Engagement" Block

The "Emotional Explosion" game-based training shows a high motivational potential. It generates interest, enjoyment, and a desire to continue participating – proving its effectiveness as both an educational and psycho-emotional tool.

The 100% positive evaluation highlights a well-chosen format, balancing structured tasks with freedom of self-expression.

The re-engagement rate of 92% is a direct indicator of strong internal motivation, which is significantly more valuable than external pressure or formal interest. This is especially important for target groups that require emotional reactivation and enhanced self-efficacy (e.g., young people, displaced persons).

The positive emotional atmosphere and high motivation directly contribute to: building personal resilience, improving self-esteem, active development of soft skills, achieving the Sustainable Development Goals (SDG 4: Quality Education and SDG 3: Good Health and Well-being)*.

Analysis of Block 5: Metacognitive Reflection

1. Understanding the situation and the emotion at the same time
"It was easy for me to understand both the situation and the emotion simultaneously": 77% – Yes; 15.5% – No

The remaining participants – Partially.

Interpretation:

The majority of participants successfully completed the task of dual processing – being able to recognize both the context of the situation and the related emotion at the same time.

This indicates a good level of emotional-cognitive integration, which is a key feature of developed emotional intelligence (EI) and the ability to engage in emotional modeling.

2. Challenges in humorous situations

3. "It was more difficult when the situation was humorous": 8% – Yes; 69% – No; 23% – Partially

Interpretation:

The overwhelming majority of participants did not report difficulties in processing humorous situations. This may indicate: a sufficient level of cognitive flexibility and creativity or that the humorous tasks were perceived as light-hearted and playful rather than challenging.

It is also possible that the humor was intuitively clear, allowing participants to interpret it easily. This reflects a high degree of emotional adaptability and spontaneity in unfamiliar or creative scenarios.

Deepening of thinking when combining emotion and humorous subtext

"I had to think more deeply...: 61% – Yes; 23% – No; 15% – Partially.

Interpretation:

More than half of the participants reported that they had to think more deeply when they were required to express both emotion and humorous subtext simultaneously. This indicates: activation of cognitive reflection, engagement with multi-layered meanings (emotion + humor), conscious use of psycholinguistic and role-based mechanisms.

This is where meta-competence is revealed – the ability not only to act within a game scenario but also to analyze one's own behavior and emotional responses within a complex communicative context.

General Conclusions for the "Metacognitive Reflection" Block

The "Emotional Explosion" game-based training has proven effective for developing the ability to analyze emotional and situational components simultaneously – a skill particularly relevant for future leaders, educators, mediators, and professionals working in interpersonal communication.

Participants demonstrated the capacity for deep emotional and cognitive reflection, especially in ambiguous or humorous situations.

The low number of difficulties related to humor indicates a psychologically safe and supportive environment in which participants felt free to interpret, respond, and express themselves creatively.

The core goal of the training – developing emotional-cognitive awareness – has been achieved. Participants engaged in multi-level analysis that aligns with the Sustainable Development Goals (SDG 4: Quality Education; SDG 16: Peace, Justice, and Strong Institutions) as well as with theoretical perspectives on self-reflective personality development.

Reflection and Inner Transformation

The final section of the questionnaire included open-ended responses from participants of the *Emotional Explosion* game-based training. The results revealed that all participants expressed a desire to take part in a similar activity again.

Comments regarding difficulties included:

"Limited vocabulary",

"Formulating a personal understanding of the situation",

"Inventing a situation",

"Guessing others' emotions".

Responses to the question "What helped you?" highlighted:

- support from the facilitator,

- the atmosphere of the training,

- the use of game tools (Emotion Explosion cards),

- the opportunity to explore multiple perspectives.

Conclusion

Participants displayed a high level of reflection, acknowledging their own challenges and emphasizing the value of the shared experience. This indicates the emergence of personal growth processes, including increased self-awareness, emotional insight, and readiness for transformation through collaborative learning.

Such reflective insights and internal shifts are markers of personal development and align with key soft skills targeted by educational innovation and sustainable development frameworks (SDG 4: Quality Education; SDG 3: Good Health and Well-being).

***Alignment with the Sustainable Development Goals (SDGs)**

The game practice contributes to:

SDG 3: Good Health and Well-being - Participants feel better, release tension

SDG 4: Quality Education - The game stimulates learning through emotions and practice

SDG 16: Peace, Justice, and Strong Institutions - An atmosphere of trust and mutual respect has been created.

Quality Results of the Game Training Pilot

Analysis of feedback from participants, observations during the training, and subsequent interviews revealed a consistent trend toward positive changes in both personal and social spheres. The most frequently noted effects include:

- Emotional release

- Increased awareness and self-worth

- Reduced anxiety and emotional tension
- Development of a sense of belonging to the group and social support
- Stimulation of interest in learning and interaction
- Increased motivation for self-awareness and creative self-expression.

Transformation of the Personal "Self" as a Result of Immersive Gaming

A key outcome of the training was the formation of new personal strategies in participants: from reactivity to conscious choice; from emotional avoidance to accepting and experiencing emotions; from individual isolation to social engagement and interaction.

This supports the hypothesis that gaming practices are capable of creating unique spaces for the safe transformation of the "Self," activating personal resources even in conditions of post-stress or crisis states.

Impact on the Development of Sustainable Soft Skills

The "Emotional Explosion" game training contributes to the development of the following sustainable skills:

- Emotional intelligence (recognition, management of emotions, empathy);
- Communication and collaboration skills;
- Creativity and cognitive flexibility;
- Stress resistance and adaptability.

These skills are not only key to personal growth but also align with the sustainable development goals, particularly: SDG 3 (*Good Health and Well-being*), SDG 4 (*Quality Education*), SDG 5 (*Gender Equality*), SDG 10 (*Reduced Inequalities*), SDG 16 (*Peace, Justice and Strong Institutions*).

Social Sustainability through Individual Transformation

The development of personal resilience through emotional awareness, group support, and reflection allows this game training to be considered as a tool for building the foundations of social stability. It fosters subjectivity, responsibility, the ability to express emotions non-violently, and the acceptance of others. The latter is a powerful factor in preventing serious social pathologies such as xenophobia and fascism.

Thus, the development of a sustainable personal "self" through game practices, embodied in the "Emotional Explosion" game training and similar activities, can be integrated into broader strategies:

- Post-crisis rehabilitation;
- Civic education;
- Sustainable leadership programs;
- Prevention of professional burnout and secondary trauma.

Growth Points of the Game: Business Potential

In addition to educational and sociocultural effects, game-based practices show high applicability in the corporate environment. In conditions of emotional burnout, stress, and the need for flexible teamwork, the business sphere increasingly turns to game formats as tools for staff development, crisis prevention within teams, and identification of growth points. These growth points represent potential areas for personal and team development, as they are activated – as noted above – through emotional involvement, reflection, and interaction in a safe game-based environment.

The essence of the above allows us to state that these growth points not only contribute to internal personal transformation, but also open new horizons for the strategic development of teams and corporate culture as a whole.

Based on practical experience and observation, the following key goals of introducing game-based practices into the corporate context can be identified: the development of emotional intelligence in employees and leaders (in particular, skills of recognizing, managing, and constructively expressing emotions in work situations); improvement of team communication and mutual understanding, which increases the effectiveness of joint activities and reduces conflict.

Leadership development is one of the key tasks in corporate growth, and game-based practice can offer unique tools in this area – especially through emotional intelligence, self-reflection, role-playing scenarios, and the safe testing of leadership. It supports leadership development at all organizational levels by encouraging awareness of personal responsibility, the ability to inspire and lead others, and the capacity for empathetic management and decision-making in uncertain situations.

On the other hand, game-based practice allows participants not only to recognize their strengths and weaknesses, but also to safely experience leadership roles, try different management styles, and reflect on their effectiveness. This approach is especially useful for developing "emotional leadership" – a model where the leader relies not on pressure or hierarchy, but on emotional maturity, engagement, and the ability to build trustful relationships with the team.

Through game scenarios, participants face tasks such as making choices, taking responsibility, delegating, and offering support. This helps to develop both strategic thinking and internal readiness for leadership. In a rapidly changing world, such qualities become the foundation for sustainable leadership, which is capable of adapting to new challenges and keeping the team together in uncertain conditions.

This kind of game-based practice also allows participants to work with personal limitations, internal barriers, and imposter syndrome – mainly through the gentle, non-violent experience of emotions in a safe game environment. This environment reduces anxiety levels, fosters internal honesty, and decreases the need for masks and defensive reactions.

In addition to the above, it should be noted that game-based practices activate mechanisms of self-observation and reflection, helping participants become aware of their typical behavior patterns, emotional responses in stressful situations, and ways of overcoming them.

This work is especially important in addressing emotional burnout, which often has a hidden nature in today's world and appears as reduced motivation, apathy, and a sense of meaninglessness. The game format helps to restore contact with one's own feelings, renew emotional energy, and regain inner stability through a positive experience of interaction and acceptance.

In addition, game-based practice stimulates increased creativity and flexible thinking – by moving beyond familiar role models and including elements of spontaneity, improvisation, and paradoxical thinking. The game provides a safe space to experiment, generate ideas, make non-standard decisions, and adapt to new conditions.

In a context where corporate effectiveness increasingly depends not only on algorithmic thinking but also on the ability to innovate, emotional flexibility, and rapid task-switching, such meta-skills become an essential part of sustainable professional development.

Conclusion

The presented study, based on practical experience with the "Emotional Explosion" game training, has confirmed the high effectiveness of integrating traditional educational methods and game-based approaches – particularly in forming a stable personal identity, managing the development of personal qualities, emotional intelligence, resilience, and resistance. In times of social instability, crisis, and the consequences of forced migration, this practice format has proven to be a gentle yet powerful tool for restoring inner balance, activating personal resources, and developing soft skills that are critical for both individual and collective resilience.

The obtained results show that such games:

- support emotional release and self-awareness;
- enhance social engagement and empathy;
- develop sustainable group behavior skills;
- create a supportive environment where personal growth is possible without threats or pressure.

Game training can be interpreted as a form of effective personal qualities management aimed at strengthening personal capital. In this process, the participant becomes an active subject of their own transformation, integrating the experience gained into everyday and professional life.

Scientific and Practical Significance

From a scientific perspective, this work opens new horizons in the interaction between psycho-emotional practice, game-based formats, and the concept of sustainable development. From a practical point of view, it offers a ready-to-use tool for:

- adaptation of displaced persons, prevention of migration-related trauma, social rehabilitation and reintegration;
- development of sustainable leadership and emotional intelligence in educational and social contexts;
- creating programs to promote the Sustainable Development Goals (SDGs) through emotionally engaging learning formats.

Prospects for Further Research

In the future, it is planned to:

- expand the sample of participants and conduct a longer-term analysis of changes;
- compare the results with other formats of psycho-emotional practices;
- develop a series of game-based training sessions focused on different stages of forming a sustainable personal identity;
- integrate these practices into educational and sociocultural programs, especially for youth, university and school educators, training centers, and others.

Thus, a critical analysis of the "Emotional Explosion" game training – as a tool for shaping personal identity and managing personal qualities – represents a relevant scientific task that has both theoretical and practical significance in the context of modern challenges.

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МИХАЙЛЕНКО Г.

Полтавська державна аграрна академія

КОНОНЕНКО Л.

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ІГРОТРЕНІНГ ЯК ІНСТРУМЕНТ МЕНЕДЖМЕНТУ ОСОБИСТІСНИХ ЯКОСТЕЙ У КОНТЕКСТІ СТАЛОГО РОЗВИТКУ ЛЮДСЬКОГО КАПІТАЛУ

У статті обґрунтована доцільність вибору ігротренінгу як ефективної форми взаємодії в освітньому процесі. Наведені результати апробації авторського ігротренінгу «Вибух почуттів», здійснено їх якісний і кількісний аналіз стосовно впливу ігропрактики на розвиток / оптимізацію емоційного інтелекту, комунікативних та колаборативних умінь, креативності та гнучкості мислення, стресостійкості та адаптивності. У фокусі наукової значущості робота має теоретичне й прикладне значення в умовах сучасних викликів, оскільки окреслює нові обрії взаємодії між психоемоційною практикою, ігровими формами та концепцією сталого розвитку. Фактично в статті моделюється готовий інструмент для адаптації переселенців, профілактики міграційної травми, соціальної реабілітації та реінтеграції, розвитку лідерства й емоційного інтелекту в освітній та соціальній сферах, формування програм з просування цілей сталого розвитку (SDGs) через навчальні формати, що передбачають емоційне включення. Окреслені перспективи подальших досліджень, до прикладу: розробка циклу ігротренінгів, спрямованих на різні стадії формування стійкого «Я», а також вміщення окреслених практику в освітні та соціокультурні програми для молоді, працівників закладів вищої, передвищої та середньої освіти, тренінгових центрів та ін.

Ключові слова: ігротренінг, ігропрактика, емоційний інтелект, сталий розвиток, менеджмент особистісних якостей, резильєнтність, резистентність, легкі навички (soft skills)

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