● Technological solutions – screen time tracking tools, notification limits, and «digital well-being» features built into smartphones and apps.

● Psychological support – cognitive-behavioral therapy, group sessions, and mindfulness training to reduce dependence.

● Policy changes in social media – recommendations to regulate algorithms that deliberately capture user attention (such as infinite scroll or personalized feeds).

There are some recommendations:

● Limit time spent on social networks and set personal «digital boundaries».

● Develop digital literacy and critical thinking skills among teenagers.

● Use apps and tools to monitor and control screen time.

● Encourage offline activities: sports, creative hobbies, and face-to-face communication.

The study explores the dual nature of social networks as both a tool of freedom and a source of addiction. Researchers note that while social media fosters communication, self-expression, and access to information, excessive use leads to anxiety, depression, and reduced focus. Proposed solutions include digital literacy education, time limits, psychological support, and algorithm regulation. The key conclusion is to maintain a balance between freedom and conscious control in digital life.

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THE EFFECTIVENESS OF USING SIMULATORS AND BUSINESS GAMES TO LEARN MANAGEMENT DISCIPLINES

Эффективность использования симуляторов и деловых игр для освоения управленческих дисциплин

The purpose of the study is to identify and assess the impact of gamification on the development of managerial competencies as well as on the motivation and educational engagement of economics students.

Gamification is a set of tools for increasing student engagement consisting of game elements and techniques without changing the actual learning process.

A business game is an interactive simulation of decision-making processes where participants interact to achieve goals within a given scenario while analyzing the consequences of their actions.

An interactive simulator is a digital tool that models real-world situations or processes, enabling students to engage with learning material in an active manner.

Virtonomics is a major international business simulator with a market economy driven by player decisions. Since 2014 it has included educational features: virtual offices for instructors and the creation of student groups.

In 2017 an experiment at an economics university involving 50 students revealed low motivation with traditional teaching methods: 52 % of students aimed merely to obtain a diploma while only 34 % sought to acquire professional knowledge. Following the implementation of gamification positive dynamics were recorded: the overall motivation level rose to 80 %, the proportion of students focused on gaining professional knowledge increased to 64 % and the rate of achieving learning goals reached 69 %.

The integration of gamification into learning fully aligns with David Kolb's experiential learning model where effective learning constitutes a continuous cycle of experience transformation. The four-stage process includes: gaining practical experience, reflective observation, forming abstract concepts and active experimentation with new knowledge.

Unlike the mechanical acquisition of information this approach posits that genuine knowledge emerges through the cyclical interaction between action and reflection where each stage is naturally implemented through gamified learning formats.

Research results: the key benefits of implementing gamification in the learning process include creating deep student engagement that reaches a state of complete immersion in activities, integrating theoretical knowledge with practice through business simulations, developing both professional and supra-professional competencies and effectively combining intrinsic and extrinsic motivation. However, the effectiveness of gamification has certain limitations: it does not guarantee equal improvement in academic performance for all students and does not always account for individual learner characteristics. To achieve optimal results it is advisable to combine gamification with traditional teaching approaches, ensuring balanced design, priority of learning objectives, consideration of individual characteristics and continuous process monitoring.

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