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Y. E. LEUSKOVA (ГС-21)

Research Supervisor – PhD E. L. BATURINA

HACKATHON AS A MEANS OF ENGAGING STUDENTS IN INNOVATIVE ACTIVITIES: EXPERIENCE OF THEHACKATHON GOMEL = ХАКАТОН КАК СРЕДСТВО ВОВЛЕЧЕНИЯ СТУДЕНТОВ В ИННОВАЦИОННУЮ ДЕЯТЕЛЬНОСТЬ: ОПЫТ THEHACKATHON ГОМЕЛЬ

The article examines the hackathon as a form of organizing students' project activities. Using the example of a student team's participation in the open competition of innovative solutions TheHackathon Gomel.

A hackathon is an intensive for participants aimed at solving practical problems and developing innovative solutions for business. In modern educational and corporate practice, this format is characterized by the following features: a limited time frame (usually from 24 to 72 hours), team work, the presence of a real customer or business case, and a public presentation of results to an expert commission.

The contest task is a practical assignment directly related to the main activities of the company providing the task for development. It is aimed at finding innovative solutions that can later be integrated into the company's business. An innovative solution is defined as a project prepared by hackathon participants, representing the fulfillment of the proposed task and the optimal solution to the stated problem.

The goal of the hackathon is to find innovative solutions for business and develop the innovative entrepreneurial potential of young people. Accordingly, the tasks of the hackathon are:

- increasing the innovative activity of young people in various directions using modern technologies;

- stimulating young people to develop and nurture project initiatives;
- attracting hackathon participants to collaborate with the partner company.

TheHackathon Gomel was held as part of the implementation of the Roadmap for Cooperation between the Ministry of Education of the Republic of Belarus and the High-Tech Park on the basis of Gomel State University named after Francisk Skorina. The organizers were:

- International Telecommunication Union;
- GSU named after F. Skorina;
- Zborka Labs startup laboratory;
- youth entrepreneurial community StartUp Space GSU.

The general partners of the hackathon were Belorusneft company and Belagroprombank. The competition brought together students from 6 universities and 3 colleges from Gomel, Brest, and Minsk. A total of 71 applications were submitted, and 14 teams (62 participants) made it to the final. The program included mentoring sessions, trainings, and lectures by experts.

Belorusneft company is one of the key players in the fuel retail market with a developed network of gas stations, electric charging stations, mini-markets, and cafes. At the time of the hackathon, Belorusneft had several mobile applications that functioned autonomously [1].

The existing mobile applications at the time the task was set were not connected to each other in any way and operated with separate approaches to client authorization and independent databases. As a result, users are often unaware that all the listed services and brands belong to one company.

The participants had to propose a strategy for developing the company's mobile services (applications) as a single ecosystem for clients in such a way that the maximum number of existing and potential services that could be launched in the future (including gas stations, electric charging stations, stores, marketplace, cafes, car washes, service stations, etc.) in both B2C and B2B segments worked with maximum synergistic effect.

The task execution plan included the following stages:

- A. Study the functionality of Belorusneft's existing mobile applications.
- B. Analyze the approaches of large diversified companies in various markets to the functionality and separation of mobile applications and services, including by customer categories (present the information in a convenient format for perception, use of a template was allowed).
- C. Analyze user path scenarios of clients in the mobile application(s): what need the client enters with, what actions they perform, what functions they ultimately use. Present the most effective client path maps depending on their roles.
- D. Develop a strategy for developing the company's mobile applications, indicating the necessary number of applications in terms of their goals and reasoned justification of the decision.

E. Design a prototype(s) of the solution interface: schematically present the main screens of the application(s), primarily the most atypical/non-standard ones (including the main screen, service object card, user account, object map, etc.).

F. Identify additional revenue points within the proposed solution and justify them.

G. Prepare a presentation.

The evaluation of the final presentations was carried out by an expert commission according to the following criteria:

- depth of elaboration and innovativeness of the concept;
- quality of user experience (UX/UI) design;
- reasoned justification of the solution;
- presence of synergistic effect;
- quality of presentation and material delivery.

Using the example of the Psycho AI team, let's consider how the hackathon went and what the participants did.

The team completed Belarusneft's contest task: studied the existing mobile applications, analyzed the approaches of large companies to building ecosystems, modeled user scenarios. Based on this, the participants developed a strategy to unite all services into a single super-app, designed interface prototypes, identified additional revenue points, and prepared a presentation [2].

During the work process, the team interacted with mentors, whose consultations concerned the principles of user interface design, functional features that increase product usability, as well as an in-depth study of the business specifics of Belarusneft company. As a result of the defense, the Psycho AI team received a special prize from OJSC Belagroprombank.

Participation in the hackathon allowed the student team to solve several tasks that go beyond the traditional educational process. First, working with a real business case: Belarusneft's task was not an abstract educational exercise, but a practical problem directly related to the company's activities and aimed at finding innovative solutions that could potentially be integrated into the business. Second, forming systemic thinking: developing a strategy for the development of a mobile services ecosystem required analyzing existing applications, studying market analogs, modeling user scenarios, and calculating the synergistic effect. Third, interdisciplinary interaction: the team was formed from students who met at preliminary events, which models the real project logic of searching for partners. Fourth, communication with industry experts: mentoring sessions provided access to applied knowledge in UX/UI, marketing, and fuel retail specifics. Fifth, development of presentation competencies: defending the project before an expert commission that included top management of the partner company required strict argumentation and conciseness.

Thus, the hackathon serves as an effective form of stimulating the innovative activity of young people, developing project initiatives, and attracting students to

collaboration with real companies. The experience of the Psycho AI team confirms that the regular inclusion of such formats in the ecosystem of higher education institutions contributes to the development of the innovative entrepreneurial potential of young people and strengthening ties between universities and the real economic sector.

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М. А. ЛИХАЧЁВА (ПА-42)

Научный руководитель – ст. преп. *А. В. ЩЕГЛОВА*

АКУСТИЧЕСКИЕ ПАРАМЕТРЫ СПЕЦИАЛИЗИРОВАННЫХ ПОМЕЩЕНИЙ В СТРУКТУРЕ СОВРЕМЕННОЙ КОНСЕРВАТОРИИ

Тема акустики в специализированных учебных аудиториях сегодня как никогда актуальна. Это связано не просто с желанием построить красивое здание, а с фундаментальными изменениями в музыкальном образовании, технологиях и понимании психологии творчества. Актуальность подтверждается недавними масштабными проектами и появлением новых международных стандартов (ISO 3744:2010, ISO 3741:2010) [3].

Ключевые факторы, определяющие актуальность акустики в настоящее время:

- стирание границ между учебой и сценой (технологии переменной акустики). Самая яркая тенденция последних лет – внедрение систем переменной акустики в рядовые учебные классы;
- появление специализированных стандартов;
- междисциплинарность и новые технологии (медиа-лаборатории);
- акустика как фактор здоровья. В консерватории сосредоточены источники очень громкого звука. Плохая звукоизоляция между классами – это не