



UDK 378.147

The Role of Games in Student Socialization

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Key words and phrases: game; game activity; student socialization; gaming technologies and innovations; training; development and upbringing.



Abstract: The article presents the analysis of the problem of student socialization, which has pedagogical significance related to the evaluation of the essence of the game in the life of a person. In connection with the introduction of new approaches to the organization of the pedagogical process, active teaching methods, technical innovations, gaming technology attracts the close attention of many researchers. It is shown that the use of games as a method of instruction must be subordinated to the content of education, which includes socially-oriented, teaching, developing, communicative, reflective, psycho corrective, stimulating-stimulating functions of self-development and upbringing that have psychological, pedagogical, intellectual, spiritual, training effects that help to socialize in the process of life.

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The problem of socialization in the whole scientific world is a significant area of research in the education of generations. Philosophers and sociologists, psychologists and educators at the intersection of their disciplines consider and solve the process of integrating the individual into society, by mastering it with rules and values, social norms, knowledge, skills that enable it to function successfully in society. Being a being a biosocial person needs a process of socialization. Usually, the socialization of the individual initially takes place in the family, and already, after some time, outside it. For example, a higher educational institution, as an institution of socialization, is a certain sphere of activity of students, including socio-cultural, socio-economic, technical and hygienic characteristics on which the effectiveness of the socialization process depends. In addition to traditional forms of work with students, it is necessary to pay attention to the development of creative abilities of future specialists by introducing gaming technologies and training.

We are considering the problem of socialization of students in a university through gaming. The game as a specific occupation, as a social means by its origin, by means of which the student takes possession of the world of objects surrounding him, of social relations, appropriates the opportunities inherent in the environment. Directly in the game, knowledge is expanded and problems of interpersonal relationships, compatibility, partnership, friendship, partnership

are revealed. The game is not only a means of optimizing and stimulating the learning process, but also the sphere of students communication, which are important aspects of socialization, upbringing, education of the individual and its ability to successfully adapt in society.

Of great importance today are problems that have been barely noticeable in the past. We associate this with the introduction of new approaches to the organization of the pedagogical process, active teaching methods, technical innovations, gaming technologies and developments [1; 3; 4]. After all, "the goal of the educational process in the innovative educational environment is the development of an individual person" [8, p. 22], ready for a responsible choice. "In such a situation, high school teachers inevitably face the need to meet the requirements: a deeper educational level through technology and computerization, the inclusion in the activities of students a variety of forms of independent work with elements of problems, scientific search, activating gaming methods of conducting the educational process, etc." [5, p. 40–41].

The game in various scientific approaches is seen as a process that occupies an important place in the life of all living things, fulfilling a necessary and useful function in it. The game as a kind of activity in given conditional situations recreates social experience and improves the management of a person by his own behavior, through the processes of which knowledge is acquired. Creative character, emotional elation, free expression of self is a spontaneous educational tool in which the skills of communication are mastered. From the point of view of the researcher, the game is not only a physiological phenomenon caused by a psychic reaction, but also something much greater, beyond the immediate desire to maintain life. Its purposefulness brings to light not only rational, but some irrational element that makes up its essence. This is a conscious activity that causes similar psychic reactions in life situations. And in the historical plan, the game connects generations, helping to accumulate and transmit life experience to people.

In the social meaning of the game, an important symbolic commentary on the events is revealed, the meaning of an action is grasped, where the search for correct solutions is available, which gives strength and confidence to actions when choosing the path to achieve the goal. Didactically selected gaming techniques help the individual to form an individual style. A "purposefully formed individual style of activity not only ensures its success, but is a necessary condition for the development of individuality, subjectivity, reduces fatigue, anxiety, which contributes to the preservation of students' health" [6, p. 77]. In any case, creating a pedagogical concept or model, we must remember the need to provide students with the whole set of knowledge of working in the proposed system, is not only knowledge, skills, but also the conditions for self-search, choice, management training [7, p. 70] and, in our case, the use of gaming techniques.

The game is a product of activity through which a person transforms reality and changes the world. Thus, the German scientist C. Gross, considered the game a "warning" of instincts in the struggle for existence, as preparation for the life tests in which the training of organs takes place. Z. Freud saw in it a form of circumvention of the barriers that exist in society for the expression of primordial drives and deep instincts. E. Erikson in the book "Childhood and Society" represented and showed the use of the game as a method of diagnosis and therapy, and the materialist G.V. Plekhanov – the emergence of labor from it, which determines its content and development. Many thinkers of antiquity and researchers of our time have noted the educational role, aesthetic functions of the game, its enduring value, etc. (Plato, Russo, Pestalozzi, G. Spencer, J. Heisting, M. Weber, A. Lunacharsky, V. Stern, J. Piaget, E. Fromm, P.P. Blonsky, N.K. Krupskaya, T. Veblen, F. Stamps, F. Cozens, D. Mead, D. Roberts, B. Sutton-Smith, V.I. Ustinenko, B.P. Nikitin). Issues of spiritual development in the game are considered in

the works of L.V. Vygotsky, K. Levine, A.S. Makarenko, K.D. Ushinsky, and V.A. Sukhomlinsky. And theories of the impact on the world through the game are found in the works of S.L. Rubinstein, D.N. Uznadze, A.N. Leontief. As for gaming activities, they are described in detail in O.S. Gazman, V.M. Grigoriev, G.P. Shchedrovitsky. On the game through the prism of the culturological approach E.V. Bondarevskaya, B.M. Bim-Bad, M.S. Kagan. In the works of D.B. Elkonin and A.N. Leontief process of the game is determined both as an activity, as an object, and as a motive. Of course, gaming should be regarded as a universal form, for it is a special kind of social activity that shapes the individual consciousness of man through the freedom of imagination.

No matter how different the game itself may look, it is really necessary for the physical, mental and moral education of the individual, being a simple, accessible and natural way of cognizing the world, a unique phenomenon of universal human culture. We can distinguish the following types of games classification for different reasons:

- game interaction methodology (as entertainment or exercise, subject, subject, role, contest, business, procedural, traditional);
- by areas of activity (pedagogical, psychological, social, intellectual, physical);
- by subject areas (mathematical, biological, musical, literary, theatrical, sports, labor, folk, economic, etc.);
- the nature of the pedagogical process (developing, teaching, cognitive, educational, training, business, communicative, creative, productive, reproductive, diagnostic, correctional);
- for group-forming data (individual, team, pair, group);
- by the nature of activity (mobile, creative, sports, intellectual);
- in the gaming environment or in the venue (without items, with objects, table, room, table, street, in the field, in the room, technical), etc.;
- on the impact on participants (positive, negative).

One can single out its properties:

- a) it is aimed at satisfying the interest of the participants;
- b) occurs in a conditional situation, which may change over time;
- c) in its process, substitute objects are easily used;
- d) the game contributes to the development, arming and enrichment of the individual with the necessary skills, etc.

The spectra of target orientations, understanding the game as an important aspect of training, education, socialization and personal adaptation includes:

- didactic (formation, development and application of knowledge, skills and skills in practical work);
- developing (memory, speech, attention, thinking, imagination, motivation of learning activity, ability to compare and compare, find analogies, optimal solutions, to show empathy, reflection, creative abilities);
- educating and forming (will, independence, cooperation, moral, aesthetic, ideological, communicative attitudes);
- socializing and adapting (adherence to the values of society and the environment).

In any case, each game is inherent in certain rules, conditions and requirements. For example, the goal of a didactic game is the formation and development of specific skills to act in strictly, clearly defined situations. Its essence will be the purposeful organization of the student's learning-and-playing interactions in the process of modeling integral professional activities, including structural components: game learning goals, tasks, content and conditions that ensure the mastery of discipline, norms of social behavior.

A business game is a means of optimization and stimulation of the learning process in the university. This is a method for simulating decision-making in artificially created situations by playing out the roles (group, individual) according to the rules or rules of the game participants. There are stages of preparation and implementation of the game – the pre-game (includes the content, theoretical, organizational parts /selection, briefing, explanation of the terms used, drafting of the organizational project/), the main (initial data, providing decision-making forms, setting the number of cycles, time limit for analyzing information), final (discussion, summing up, evaluation of success, generalization of knowledge). The essence of a business game is expressed in the creation of a model, as a form of substitution for a really existing object, process and phenomenon. Speech can also go about playing as a form of activity aimed at recreating and assimilating social experience fixed in socially fixed ways of carrying out objective actions, science and culture or about simulating a model in action by manipulating its elements. Thus, a business game is an imitation of the processes of production and professional activity, people employed in it, carried out in certain conditions. In other words, this is a form of modeling of whole systems of relations experienced in typical situations, a form of recreating the subject and social content of the future professional activity of a specialist.

Currently, various types of business games are being developed and developed in the practice of the educational and upbringing process (A.A. Verbitsky, M.V. Clarin, Ya.S. Ginsburg, etc.). Here it should be noted its important psychological and pedagogical principles:

- the principle of simulation of the content of professional activities, specific conditions and production dynamics;
- the principle of reconstructing problem situations through a system of gaming tasks containing contradictions and causing a state of difficulty for students;
- the principle of dialogue and interaction between partners in the game as a prerequisite for solving learning problems, preparing and adopting concerted actions;
- the principle of joint activities of participants in the context of interaction of simulated in the game production functions of specialists;
- the principle of two-dimensionality of educational activity.

Synthesizing the theory of the basic functions of the game in various fields of knowledge – education, psychology and pedagogy, economics and politics, law and forecasting, etc. – one can single out a number of important laws that together represent an indicator of cultural and social development, social, political, ideological orientations in the world. “However, of course, considering the multidimensional nature associated with the evaluation of the game in a person’s life, it seems reasonable to study it in a comprehensive manner, therefore, polyparadigm studies are necessary. They include the game as an accompaniment to human development and as an instinct for imitation, as a free activity and as a release of excess life force, as satisfaction of needs for detente and as an ability to limit oneself, as an exercise on the threshold of serious activity and as the maintenance of one’s own individuality, as the overcoming of difficulties and as an exercise in acquiring mastery, as a reflection of social values and relationships, as symbolism and didactic practice. Dramatizing the reality in the game, in the manifestation of competitive tension, random uncertainty, a person helps himself to understand and find his own place in the structure of social order management, creates prerequisites for forecasting social systems. Observance of the rules of the game nurture the “ethical norms” of the individual in harmonious relation to each other, subordination and control in the group, expression and overcoming of conflicts. The participants of the game rehearse, trying on different roles, bring up leadership, develop motivation, search for new variants of strategies, reflecting models of social behavior in society, fixing new knowledge and skills. Gaming freedom results in increased

responsibility for one's own assessments, proposals, ideas, decisions and actions [2].

In connection with the foregoing, it is understood that the use of games as a method of education in a university should be subordinated to the content of education, which includes socially-oriented, teaching, developing, communicative, reflective, psycho corrective, stimulating-stimulating functions of self-development and upbringing. Game methods should have psychological, pedagogical, intellectual, spiritual, training effects to help students adapt, integrate into the university community, be formed and improved as specialists, i.e. socialize in the process of their studies and life.

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Роль игры в социализации студентов

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Ключевые слова и фразы: игра; игровая деятельность; социализация студентов; игровые технологии и инновации; обучение; развитие и воспитание.

Аннотация: В статье представлен анализ проблемы социализации студентов, имеющий педагогическое значение и связанный с оценкой сущности игры в жизни человека. В связи с внедрением новых подходов к организации педагогического процесса, активных методов обучения, технических инноваций игровые технологии привлекают к себе пристальное внимание многих исследователей. Показано, что использование игр в качестве метода обучения должно быть подчинено содержанию образования, куда входят

социально-ориентирующие, обучающие, развивающие, коммуникативные, рефлексирующие, психокоррекционные, побудительно-стимулирующие функции саморазвития и воспитания, которые обладают психолого-педагогическим, интеллектуальным, духовным, тренирующим эффектами, помогающими социализироваться в процессе жизнедеятельности.

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