Socio-psychological bases of senior pupils' gaming activity - essential precondition of their self-knowledge

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The article specifies that socio-psychological peculiarities of senior pupils' gaming activity became apparent through the interaction of its participants, the organization of a certain community of individuals, the formalization of a collective entity, which is characterized by integrity and ability to function jointly; determined the necessity of using interactive role-playing games in the educational process; first, on the basis of theoretical, applied aspects of the psychological phenomenon of business game, the preconditions for self-knowledge by senior pupils through game activity are determined;

Keywords: game; gaming activity; identity; self-knowledge; senior pupil; adolescence.

Introduction

From modern researches of creative gaming activity as a complex means which can motivate senior pupils to self-analysis, self-assessment, the application of self-determination methods, self-development, the scientific works of I. Bulah, Yu. Bohonokova, T. Zelinska, I. Ivanov, V.Hryhoriev, H. Selevko are most closely related to our problem.

Thus, the methods of collective creative activity ("creativity and care", "the ideas of cooperation pedagogy", "ideas of the creative community") are represented by I.Ivanov, role games proposed by V. Hryhoriev, games aimed at self-determination and self-expression developed by S.Shmakov and others emphasize the use of possibilities of the game method in solving the problem of personality development through self-knowledge (Hryhoriev, 1994; Shmakov, 1994).

In particular, S. Shmakov (1994) points out that the game is the most important universal "self" sphere of the child, in which there are powerful processes of identity or "self" development: self-spirituality, self-verification, self-determination, self-expression and self-rehabilitation.

However, all these innovative approaches to the education of children and young people by creativity and game have not yet found sufficient dissemination in the pedagogical process of the school. Senior pupils are prone to gaming activity and aim at cognizing their personal qualities, but the problem is that teachers do not always master the technology of modeling, organizing and conducting gaming

activities that creatively develop senior pupils. Since proper attention is not paid to cognitive processes and there is no effective model of the process of developing senior pupils' self-knowledge by means of the game educational theory and practice do not sufficiently possess play games and game situations that could intensify pupils' self-cognition in terms of gaming interaction.

The coal of the article

is to determine the possibilities of game as a means of self-knowledge of senior pupils and to specify the psychological conditions of the use of gaming activity in the practice of training and education.

Analysis of recent researches and publications

The model of self-knowledge by means of the game must realize such set of goals: providing control of emotions output; giving senior students the opportunity of self-determination; inspiration and assistance in the development of creative imagination; increasing social cooperation skills; giving the opportunity to express and to speak in support of their personal point of view.

Senior pupils should be given the highest possible freedom of intellectual activity, which is limited only by certain rules of the game. Pupils choose their own role in the game, suggesting possible development of events, creating a problematic situation, seeking ways to solve it, taking responsibility for the chosen decision. Teacher in the gaming

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model acts as: an instructor (acquaints with the rules of the game, advises when necessary during its realization). The substantiated principles needed by senior pupils will be realized at the first stage of organizing games with cognitive abilities.

This day, modeling game has gained the biggest popularity among the large number of interactive games. Each such game follows the plan: pupils are "impersonated" into the situation on the basis of which they get the game task. To do this, students are divided into groups and select corresponding roles. Starting to make assumptions about solving the problem (step 1), they experience lack of information. Then they receive it from the teacher or the teacher himself modifies the pupils' activity with a new block of information (step 2). The next stage begins in games built on already known material, the source of information and its analysis. Then the game is in progress indefinitely that implements several stages of interaction between pupils who "play roles" (step 3). Finally, after the completion of the scenario, serious discussion, reflection of happened acts, pupils' awareness of gained theoretical experience are needed (step 4).

Consequently, without setting a specific goal of self-knowledge during situational game technology, certain elements are realized: the uncovering of theatrical abilities, self-understanding, awareness of one's own uniqueness and concernment among persons of the same year. Taking into account the achievements of interactive games in cognitive processes, we consider it appropriate to take into consideration the third and fourth steps (uncertainty of the scenario, which will provide freedom and maximum creative search and aftereffect, which is necessary for understanding, comprehension and acceptance or rejection of the individual psychological component of the personality).

The method of game role interaction developed by M. Skrypnyk (2013) is important one for creating our own model. Such technique represents quantitative and qualitative composition, connections, interaction and dimensional disposition of players. The set of roles and functions of players must adequately reflect professional and socio-personal relationships. Sometimes, in order to stimulate the game situation, play roles are introduced (skeptic, enthusiast, diagnostic, analyst, erudite, conservative, etc.). Depending on the modification of the game, it may have different types of role positions. In particular, organizational positions are: organizer, coordinator, integrator, controller, coach. Positions that exhibit an attitude to newness: initiator, discreet critic, conservative. Methodological positions: methodologist, critic, problematist, reflexive, programmer. Socio-psychological positions: leader, independent.

The author notes the clear definition of players' functions as the most difficult moment in modeling such games. Taking into account the need of senior pupils in choosing further living, we believe that adoption of proposed roles by M. Skrypnyk will help pupils to identify previously unrealized opportunities.

So, O. Kravchyna (2003) has formulated the method of didactic role-playing. The main stages of this method are: motivation (focusing) - this may be a question, mini-demonstration; coordination of expected learning outcomes (participants exchange expectations, for example, clarify the

formulation of the expected results, possibly reducing their number); an agreement on the terms (maybe one has to recall the meaning of some concepts, the content of individual elements, etc.); representation of the game plan (optimally, if the plan, along with indicated time for each step, is distributed to all participants or posted); representation of the game rules (it is necessary to remind what active participants and observers will make at each stage); demonstration (sometimes, especially at the beginning of new skills working out, the invited expert or better trained participant can personally show several variants of specialist' actions in played out situation); distribution of roles (to plan in advance the distribution of roles and taking into account the experience of previous studies it is necessary to provide equal for all opportunities for participation in different roles); participants in accordance with their roles receive pre-prepared materials; preparation for a role-playing game; role-playing game (active participants act accordingly to their roles and received information).

During the role-play the invited expert, game observers do not interfere in the actions of participants, but make notes for future commenting; role feedback (personated participants of the game comment on what is happening, they can evaluate the actions of each other); businesslike feedback (idle participants of the game and observers comment on the actions of the consultant; it is recommended to start with his own self-assessment; adhere to the rules of commenting); specialist's comments (invited expert comments upon the activities of the consultant and draws attention to the pros and cons of the preceding comments).

Results and Discussions

Consequently, the main games' tasks on self-knowledge are: self-realization of their "I" by senior pupils is closely connected with self-knowledge and self-development, which leads to the formation of self-consciousness, namely the system of ideas about oneself, about ones capabilities and significance. Assessment of actions by pupils: participation of experiment partakers in interaction with other people makes it possible to understand more deeply inner world and out world, to socialize with other people; independence in determining the main tasks, content and forms of game activity, aimed at further self-improvement; creativity, which involves the creation of such conditions, when any game participant is willing to display creative activity, to come up with new options and approaches to the solution of the tasks to live, to create and to act for the common concern; cooperation of senior pupils and adults in game interaction, business communication, creative classes, during conversations, meetings, etc.

Identifying the model's main stages and games' indications that contribute to self-knowledge, there is a need to reveal the mechanisms of interaction between its internal components.

At the first stage of game activity (pedagogical substantiation), with the help of interaction between the teacher and the future game group, the following elements of self-identification, such as: personality characteristics and character properties, motivational-value sphere, the

cognitive sphere of each present personality begin to function.

The second stage (collective game planning), in accordance with the needs and motives of the senior pupil, personal characteristics of the individuality are most clearly manifested, because while game planning the needs and individual interests of each partaker are taken into account. During the implementation of this stage, motivational-value sphere also comes in sight, because each partaker finds it possible to expose his own interests, values through the game. The cognitive sphere comes into effect, as the game itself is a part of knowledge in each particular individuality.

While working in team for game activity (*the third stage*) new acts of self-knowledge joint. These are the spheres of abilities and opportunities (taking part in creating the game the senior pupil involves and uses all his previously acquired potential of knowledge, abilities and skills, which lead to the activity growth, knowledge of his own significance, initiative). Cooperation and interaction is integral link that sets in motion given stage of the model.

The most vivid in expressing interdependence between gaming activity and self-knowledge is *the fourth stage*, actually conducting the game. At this moment, the components of self-knowledge of the previous stages do not stop to be active. Since the planned game scenario is never classically played, the emotional-volitional sphere, the demonstration of own personality and originality is involved. There are manifestations of the individuality of senior pupils who participate in the game. In this case, the pupil (being a certain character in the game) expresses not only his moral attitude, behavior, but also brings in a part of himself, knowing at the same time his hidden essence, analyzes it, forms different norms of ethical behavior. The operation of this stage determines the availability of all defined conditions.

A common debate of the game allows one to come back from fantasized world, fictional participants, but with some achievements for self-knowledge. *The fifth stage* involves analysis of the game activity, which incites to the objective valuation of others and self-assessment, the acceptance or rejection of one's own personality traits, norms of ethical behavior that are displayed in the game. Awareness of own disadvantages gives individual a new turn to self-perfection through the correction of I-concept.

Aftereffect accumulates all previous game experience, defines the new needs of senior pupils for self-cognition. It intends to fill in the gaps or clarify personal I-concept, to ensure self-realization and to feel unconstrained in forthcoming games.

Games of self-knowledge have a common disposition and are based on interplay. It is explained by the fact that the human competence for conflict-free and harmonious interaction with other people is revealed through his personality, his integrated qualities, which are most fully reflected only through the inclusion of the individual in relation to the environment.

An important element in bringing this mechanism into work is appointed *psychological conditions*, which contribute to self-knowledge of senior pupils by means of the game, such as: *liberty of senior pupil' personality; subjectivity; cooperation; interaction; creative work; tolerance.*

Subjectivity plays an important role in correlation of self-knowledge - the gaming activity of youth, since the pupil in such interconnection acts as the subject. It is characterized by "self". *Subject activity* - is a complex multicomponent mental formation which characterizes the actualization of the person's essential energy with the aim of knowledge, inside / outside development and improvement.

The source of the subject activity is the system of attitudes to things, events, phenomena, people and to himself. The structure of subject activity simultaneously specifies self-determination, self-knowledge, self-identity of the personality and characterizes its real dimensional-temporal movement, formation, dynamics and development.

The next psychological condition is *the sphere of relations with other people*, which should be based on liberty of the personality.

The functioning of the game which is aimed at self-knowledge of the individual is impossible without reciprocal action. The essence of interaction comes to co-operative, collective activity and its social nature and organization.

L. Umanskyi (1980) distinguished three types of common activity (as interaction): common-individual, common - consecutive and common- interactive. B. Lomov (1981) asserted that interaction seems to run through common activity.

The position of A. Zhuravliov (2005) is also very important for our research. The author claims that the structure of common activity (to which gaming activity can be referred) is composed, functioned and developed precisely due to the interaction of its participants. Such conformity can watched in the game, because gaming activity is intended to be common, group occupation, and therefore interaction between the participants is placed by the mechanisms of self-knowledge and play. Due to the direct or indirect interaction of individuals it becomes possible to unite, to distribute and to coordinate individual activities, and the interaction "penetrates" all stages of gaming activity, as well as components: goals, motives, means of implementation and results.

Purpose - oriented interaction (such as interplay) leads to the emergence of certain community of individuals, through which a collective subject is formed, which is characterized by integrity and ability to co-work.

With such characteristics and interaction conception, the important issue is motivation of cooperation between the teacher and the children. First, it should include positive attitude to humanistic goals of this cooperation, the appropriate means.

As a result of gaming interaction there is transition from the game, the knowledge of it to reality and the adoption of the personality traits, values and standards of human conduct gained in the game. Also, such important factors for the results of self-knowledge as self-orientation towards cheerfulness, self- refinement, the realization of life assignment, the need for constant knowledge, self-education and self-improvement emerge from the gaming interaction. This interaction is not bidirectional "senior pupil - senior pupils", it also involves the personality of the educator, who during the playing activity learns about himself, improves himself, increases his professional level.

Relying on the study of the concept "interaction", having analyzed the basic methods of organizing and conducting

games, we came to the conclusion that it is one of the important conditions for the implementation of senior pupils' self-knowledge during gaming activities. Interplay is a kind of relationship that is typical for gaming activities that affects its participants and is aimed at learning and creating the personality of pupils and educators.

Confirmations of the theoretical positions are represented in the results of empirical research. The influence of gaming activity on self-knowledge formation of senior pupils' personality has been studied.

During the research, which lasted for the 2015/2016 and 2016/2017 academic years at the Kropyvnytskyi secondary school No. 4, 136 senior pupils were involved. First of all, it was decided to check and find out the level of interest of pupils (9 - 11 grades) in the knowledge of their own personality.

During the empirical study, we clarified the concept of "self-knowledge" by senior students, identified their self-assessment and level of activity for self-knowledge. The results were as follows: pupils of the 9th grade (23.5%) did not think at all about the meaning of the concept of "self-knowledge", but on the question "to find out something new about myself is ...", 19.8% of respondents said that it was interesting, although 13.2% of pupils consider self-knowledge to be suffering.

The situation in the 10-11 grades was slightly different. Pupils of these classes more consciously give answers to the question "self-knowledge is ...", 35.3% answered that it is joyful discovery of new one, 7.4% - that it is a complicated but interesting engagement. Pupils of the 11th grade (19.1%) believe that self-knowledge is the purpose and meaning of life.

Noting the profound interest of senior pupils to themselves, manifested in the desire to learn more about themselves from communicating with classmates, persons of the same age and teachers; to define own temperament, character, moral characteristics; to explain their own behavior in different situations (often conflicting) in accordance with current rules and standards; to initiate and demonstrate individuality, uniqueness of their personality, to identify and reveal the abilities that will determine the future profession, there appeared indispensability to work in this direction.

So, realizing that senior students desire to know not only their own essence, but also requirement of this age is an acute necessity for self-knowledge, the course "Self-knowledge of senior pupil" has been developed." This course aims to identify and follow the development and correlation of the elements of self-knowledge (proposed in the model) with traditional methods and means of gaming activities.

System-forming factors of self-knowledge of senior pupils: interpersonal interaction; emotional-volitional sphere; sphere of relations with other people; sphere of activity; the formation of positive "I-concept", which were implemented during the first class of specialized course, were not disclosed and achieved in full, performance of classes were partial and mediate.

During the explication and diagnostics of self-assessment as an important and inalienable element of self-knowledge, the class gave an opportunity to follow which image of "I" is predominant. The general data is given in the calculated percentages: very negative image of "I" - 0%; basically

negative - 0%; positive-negative - 33%; mostly positive - 51%; very positive - 5%; sometimes it is positive, and sometimes it is very negative - 11%.

Thus, it can be stated that only 51% of respondents have completely positive "I" image. It is also interesting and typical that pupils gradually move towards stabilization and consolidation of their own "I" (the following indicators enable us to make such statements: mainly positive "I" image: in the 9th grade pupils - 40%, 10th grade pupils - 55%; 11th grade pupils - 55%). The integral picture shows that 41% of senior pupils who participated in stated experiment are not completely satisfied with themselves, and thus they are aware of their imperfections in the traits and behavior.

To evaluate own positive and negative traits means to understand more deeply one's own personality, to realize that there are no perfect people, but at the same time trying to reconsider particular imperfections - is important step in self-knowledge. The next step is the following: "Education and my "I" are compatible?». Described above imperfections were again identified during debate and disputation.

Traditional methods of work inhibited freedom, subjectivity, interaction, cooperation, creativity, which in our model is the key to successful and effective self-knowledge of senior pupils. The rise of activity and the development of cooperation, creativity, interaction and freedom took place during the introduction of such form of work as analysis of life situations. Such means in the course of knowledge of particularities of the personality character, emotional-volitional sphere, cognitive sphere, interpersonal interaction made it possible to move away from traditions, to give more freedom and creativity to each participant of the class, which gave reasons for greater interest, publicity, tolerance, cooperation.

One of the imperative system-forming factors of self-knowledge of personality is interpersonal interaction, which is provided by the socio-psychological conditions that contribute to self-knowledge of senior pupils. The indicated component of self-knowledge is closely linked with such components as cognitive, emotional-volitional spheres, relations with other people, surroundings. It is on these aspects of self-knowledge of senior pupils that classes "Adults" and "I" are directed to. During the course of the conversation it became clear that the majority of students who took part in the class (65%) often lacked experience and skills to communicate conflict-free, tolerably and ethically with people of the same age and older ones. Again, the increase in activity was observed not during the explanation and conversation, but when it was proposed to fulfill the creative task (to compose etiquette conversations with coevals, elderly people, and pupils of younger age). At this stage of the class all present individuals began to be gradually included (among them even those senior students, who initially indifferently treated the course of the class). Thus, with each step in the implementation of special course, we made sure that there is a significant gap in forms of work with pupils of senior classes that needs to be filled in by other means on the way to self-knowledge.

An important moment in the life of adolescence is the choice of future profession. Therefore, one of the components of self-knowledge in a certain age group is the planning of life's way and professional self-determination. The purpose of the round "I" choose a profession "was to

convince pupils that they must be lost in thoughts about their prospects at the present time. The results of the study indicate that only 30% of pupils rely on themselves (their own abilities, persuasions, professional qualities) in choosing future profession; about 40% of senior pupils rely on the choice and possibilities of their parents, and 20% would say "go with the tide" and do not think about their future.

Before proceeding directly to the gaming activity, we decided to make sure that the importance of the game for senior pupils did not remain in the past, but still is an important kind of activity at their age.

The results of the questionnaire make it possible to determine: 70% of 9-11 grade pupils consider the game to be a type of activity, 22% – as an entertainment and only 8% – as a useless activity; 92% of pupils noted the importance of the game in different age groups; senior pupils like to play, because the game gives liberty, the ability to express and eliminate shyness for their thoughts and actions - 90%. The choice of senior pupils consists of the combination of traditional means of training and education with non-traditional ones (according to the questionnaire - 67% of respondents expressed this choice).

Conclusions

Consequently, we came to the conclusion that for games that affect the self-knowledge of senior pupils there are certain differences from traditional ones: the availability of game models of an object, process or activity; intensification of thinking or behavior; high level of engagement in the pedagogical process; compulsory interaction of teachers with each other and the pupils; enhancement of emotionality, creative nature of the class; self-dependency in decision making; the desire to acquire skills, abilities, to know oneself, to believe in their capabilities in relatively short time. A game, which historically developed as a factor in the formation of essential human forces, can serve as a means of adequate self-knowledge for senior pupils in accordance with their age, the desire for interplay and due to the actual wishes of self-determination if each pupil: imposes specific requirements to each the stage of interaction with the gradual complication of gaming situations, which increases cognitive activity; by way of self-knowledge changes his attitude not only to oneself but also to partners of gaming activity; strives to enrich his own experience of social interaction through the realization of universal values.

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