

Studying Humanitarian Disciplines Using Role Games at Higher Educational Establishments

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Abstract--- *One of the problems faced by a teacher of higher education is the large volume, lack of time for lectures and necessity of studying the content of the material in a short period. The role-playing improvisation game is in this regard a rational way of covering a significant amount of content in its interconnected unity. At the same time, the game provides a motivational charge for independent expansion of knowledge on the content of the course beyond. In addition, it is a role-playing game that helps bring the content of any of the taught disciplines closer to the specialty received by students. The game encourages the student to reincarnate into another, makes him "rise above himself," because he plays the role, trying on himself an image that is far from his everyday practice. The article discusses the basic methods of teaching the humanities through the use of role-playing games: brainstorming, business games, case studies, group work, etc. The features of the application of these methods and their importance for future specialists are analyzed.*

Keywords--- *Game, Teaching Method, Game Interaction, Principles of Game Interaction.*

I. INTRODUCTION

The specific and immediate goal of the educational technology of role-playing games is the spontaneous directional development of the personality of the player. This is a systematic and consistent implementation of the concepts of innovative processes in education, previously designed on the basis of ideas and pedagogical truths, recognized in the world as highly significant values of the individual and society. These are the values of free communication in the learning process, mutual trust in personal development, the value of the actual usefulness of knowledge, the value of intellectual content and the game process, and much more (Artemeva&Makeeva, 2007).

Game technology is aimed at teaching the student to be aware of the motives of his teachings, his behavior in the game and in life, i.e. to formulate the goals of their own independent activity and to foresee its immediate results. The positive side of gaming technology acts as a tool for creating a professional personality and enhancing the educational process.

Today it can be stated that the use of educational role-playing games in the professional training of future specialists has grown into a promising direction of university training for students. The essence of gaming cognitive activity in educational institutions is manifested in quasi-professional activity, which has the features of both learning and labor, i.e. in modeling the conditions for the formation of the personality of a specialist.

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Thus, the assimilation of new knowledge is superimposed on the outline of future professional activity.

The motivation, interest and emotional status of the game participants are determined by wide opportunities for goal-setting and goal-realization, dialogical communication on the project-problematic material presented and, thereby, the formation of professional creative thinking of future specialists. The increasing pressure of the information-cognitive environment suggests a direction for improving technologies. They should complement the traditional didactic tools that support the historically established forms of sensory-figurative and verbal-logical reflection of knowledge. The main thing in this process is the creation of conditions for the effectiveness of the management of students' mental activity. One of these conditions is the introduction of instrumental and technical means of thinking development into game forms of training that could stimulate speech utterances appropriate for a particular quasirealistic situation and an adequate manner of behavior (Artemeva & Makeeva, 2007).

II. METHODOLOGY

In modern psychological and pedagogical science, the terms “game”, “game interaction”, and “game activity” are quite common scientifically based concepts (Branitsky, 2015).

The first scientific game theories appeared in the last third of the 19th century. The human game from biogenetic positions, according to G. Hall, is a kind of residual phenomenon, atavism, in which the distant history of mankind as a species is manifested. The function of the game, according to Hall, is that in it there is an obsolescence of the hereditary instincts present in modern man. In the game, these ancient habits and instincts can be expressed freely, gradually weakening, which helps the inclusion of a person in a modern cultural society.

The social approach (C. Gross) reveals the social quality and significance of the game. Gross considered the game from the point of view of the functions performed by it in culture: 1) the function of complementing being in the physical, intellectual and emotional spheres of the personality; 2) the function of liberation and freedom of the individual; 3) the function of harmonizing the world and man with the world. The scientific basis of the game was the special psychological state of the subject of the game, ensuring the two-pronged nature of its behavior (real and game behavior). According to the biopsychological approach (W. McDougall, G. Murphy, and F. Ya. Bentendijk), game activity is the process of balancing the body with the environment. D. Riesman, C. Rainwater, M. Neimer and E. Neimer - representatives of the sociological approach - consider the game a special type of activity, the purpose of which is the emergence of group unity and the formation of personality, useful to society.

The theory of the game as self-expression is still very popular. The meaning of the game is to express themselves in it, to gain public approval, to receive satisfaction from one's capabilities, and to help get rid of internal stress.

A special role in the development of the theory of the game as self-expression belongs to the outstanding psychologist Jean Piaget, according to whom, the game appears in the process of human development at each subsequent stage, never disappearing completely, in the following forms: a) game-exercise. It leads to the formation of the most complex skills; b) a symbolic game. It contributes to the formation of the semiotic function and processes of replacing reality with signs and symbols, thereby creating the basis of artistic activity; c) a game with rules.

Allows competition and collaboration. In each of these categories of games, intelligence reflects the level of mental development of the individual.

The game, according to Sigmund Freud, replaces the technique of free association, on which psychoanalysis is based. The main functions of the games are the removal of prohibitions, the illusory satisfaction of unfulfilled desires in reality.

Using the game as a basis, J. Moreno creates a new method of group psychotherapy - psychodrama. A special place in the theory of the game belongs to J. Heyzing, the representative of the culturological approach to game interaction. According to J. Hazingi, the game decorates life, supplements it, as a result of which it is vital for every person, regardless of age and social status.

Role play as a teaching method has great learning opportunities. Its application in the classes on the disciplines of the humanitarian cycle allows you to activate the cognitive and creative activity of students and requires compliance with certain rules and principles (Ibatova&Ippolitova, 2018). The purpose of the article is to consider the role-playing game as an effective learning technology and an effective way to develop students' creativity, as a means of achieving professionally significant goals. The authors reveal some substantive aspects of the educational game, characterize its role in the educational process in the context of the cultivation of education, derive a number of rules, the observance of which helps to increase the effectiveness of the educational technology presented.

III. RESULTS

The game form corresponds to the logic of social interaction, prepares its participants for professional communication. In business games, a simulation experiment is conducted in which a model of the real process is used, and not he. The starting point in the development of all games (including business ones), which can be regarded as a model of cooperation and conflict, is role-playing. Playing chess is one example of a role-playing game. Then came the salon, and later war games, which had chess as a prototype (Dynina et al, 2009).

Using the opportunities of a business game when discussing problems of social and humanitarian knowledge provides, on the one hand, active communication between the participants in the game process, and on the other hand, allows this communication to be directed to a more effective assimilation of material on the proposed topics.

Business games also serve as a means of learning the rules and principles of a logical culture of discussion. A business game stimulates creative search and teamwork. Here not only the intellectual abilities of students are revealed, but also the features of their psychology. They allow you to identify such important points as: 1) the level of business activity; 2) the presence of tactical and (or) strategic thinking; 3) the speed of adaptation in the current conditions; 4) the ability to analyze their own capabilities and build an appropriate line of behavior; 5) the ability to critically evaluate the arguments of other people and anticipate the line of "attack" from opponents; 6) style of behavior, orientation when making decisions on the game "for oneself" or "in the interests of the team" and others (Novolodskaya, 2011). The pedagogical essence of the business game is to intensify the thinking of students, increase the independence of the future specialist, introduce the spirit of creativity in training, help him find independent answers to non-trivial life and scientific problems.

If the main issue in problem-solving education is “why,” then in a business game it is “what would happen if ...”. Before you start using the business game in the educational process, it is recommended to start with simulation exercises. They are distinguished by a smaller volume and limited tasks. Simulation exercises are closer to training games. Their goal is to provide students with the opportunity in a creative setting to consolidate certain skills, to focus on any important concept, category, law. The condition must contain a mandatory contradiction, i.e. there is an element of problem in the simulation exercise. After simulation exercises, you can move on to business games (Berg & Degtyareva, 2016).

In the educational process of a university, it is rather a role-playing game (Safiullin, 2019). Gaming situations allow you to focus on those problems that are in their conceptual presentation of conflicting value attitudes and methods of resolution.

Let us consider some examples of game forms in the teaching of the humanities, which allow not only simulating students' readiness to form critical thinking skills, but also the needs for applying critical thinking skills in future professional activities (Egortseva & Sidorkina, 2016).

"Brainstorm". This is a way of activating attention on a specific problem or key emphasis, which helps students engage in the learning process and actively understand the content of the topic being studied in particular and the subject as a whole.

The method is based on solving a problem by stimulating creative activity, in which discussion participants come together in small groups and offer various solutions. As a result, the most successful and correct solutions are selected. The information obtained by all mini-groups is summarized by the teacher and at the end of the lesson, general conclusions on the problem are formulated.

Here is an example of the effective use of the brainstorming method. When studying the course "Social Studies", in particular, the section "Social Relations", and specifically the topics: "Deviant personality behavior and problems of modern youth", students at the beginning of the lesson are combined into mini-groups of 5-7 people, each of which independently studies within 20-25 minutes one of the pressing problems - types of deviant behavior: alcoholism, drug addiction, suicidal behavior, crime, vagrancy. The problem for each group is randomly selected by secret draw. Students are offered a clear plan to study:

1. The concept and signs of this type of deviant behavior.
2. Varieties, forms, classification.
3. Causes of occurrence.
4. Current status in Russia and the world.
5. Suggestions for changing the situation and preventive measures.

The study of the material is carried out on the proposed printed handout prepared in advance by the teacher. And also students actively use the resources of the Internet. After studying the material, distributing roles, preparing for an oral presentation, the students present the studied material as a group, each of them illuminates a point in the problem and answers questions from the audience and the teacher. At the end of the lesson, the teacher summarizes the performances of all groups, draws general conclusions, and writes theoretical material.

The advantages of this method are that students develop important personal qualities, professionally significant skills and abilities are formed, such as: activity, responsibility; public speaking skills; group work skills and the ability to coordinate and coordinate different points of view; skills of independent analysis of literature and critical work with information sources.

An important positive aspect of the lesson is the fact that the vast majority of students are involved in the process of studying the topic.

A similar lesson is held at the course "Social Studies", in particular, when studying the section "Political Relations", and specifically the topic: "Political Parties of Russia". Students are divided into 4 groups according to the number of parliamentary parties of modern Russia: United Russia, the Communist Party, the Liberal Democratic Party, Fair Russia. The difference is that in this case, students carry out independent home training according to the following plan:

1. General information about the political party (number, number of seats in parliament, regional branches of the party, etc.);
2. The leader of a political party;
3. A brief history of the emergence and development of the party;
4. The main program provisions and features of the party;
5. Youth policy and youth organizations of the party.

In the course of group presentations, the rest of the students do not just visually perceive the material, but draw up a table in workbooks, thus independently comprehending and fixing the material, while acquiring the skills of structuring theses and successfully taking notes.

A brainstorming method of working in mini-groups is used when studying the course "World Art Culture", in particular, the section "Culture, its functions and types" and the topic: "Youth subcultures".

Students are divided into mini-groups of 2-3 people and independently choose a youth subculture to study (emo, goths, freaks, punks, bikers, diggers, etc.). The study is carried out according to the plan:

1. The concept and history of the emergence of subculture;
2. Symbols and external attributes;
3. The main ideas and values of the youth subculture.

During the presentations of each of the groups, students simultaneously record the main provisions and enter them into the table in their workbooks. Based on the results of the lesson, the teacher formulates a general conclusion about the characteristics of youth subcultures in general and in Russia in particular (Kolmakov et al., 2019). Thus, during such a lesson, the teacher also acts as a "moderator" and "moderator", who only directs and coordinates the students' creative activity and independent work.

A business game using elements of the case method, the project method. The case study method assumes that students study real economic, social, political situations, understand the essence of the proposed problems, and offer possible solutions. Cases are based on real factual material and are close to the real situation.

We give an example of the use of the elements of the case method and the project method in the study of humanitarian disciplines, in particular, history.

The format of conducting a practical lesson in the form of a “court session” is effective and causes great interest and even enthusiasm among students. The following most controversial aspects are proposed as conditional topics: “trial of Ivan the Terrible and associates,” “trial of Lenin,” “trial of Gorbachev,” etc. The peculiarity of the lesson and the necessary sign of their effectiveness is a long and thorough preliminary preparation. The teacher clearly distributes "roles" among students and designates the functions of each - are assigned:

1. Judges (from among the most successful students) who are familiar with the course of the court session and must have full knowledge of the topic, thoroughly know the “case materials”.
2. Investigators who independently prepare a “case” for a historical character study and group material on the basis of historical sources and the study of literature on the topic.
3. The prosecutor and his assistants prepare a guilty verdict and during the business game ask questions and make comments.
4. Lawyers get acquainted with the materials of the “case” and, during the course of the game, carry out the “defense” of the protagonist.
5. Historical characters and the “protagonist” over whom “the judgment is being taken” are selected from among the most active and creative students. Their task is to know their own biography and make speeches and answers to questions during the trial.
6. Witnesses, court clerks, bailiffs, spectators create a complete "picture" and the effect of a "real court session."

The following structure of role-playing games can be identified: modeling a problem situation;

- “Living” a problem situation in a role-playing game;
- Summing up the role play by the teacher, self-esteem of the participants;
- Comprehension of the course and results of the role-playing game, conclusions for the future.

The teacher prepares a scenario (plan) of micro-situations in advance, key (supporting) words for the participants, guidelines for playing the game, teaching materials for self-preparing students with creative assignments on the game problem, guidelines for assessing the success of the game, visual aids, audio and video materials .

Properly organized role-based communication allows you to develop socially valuable properties and qualities of the individual. The game allows you to combine educational and educational work, helping to overcome uncertainty, contributing to long-term memorization.

The advantages of this method are manifold and numerous, here are some:

- Most of the group is involved in the preparation and conduct of the lesson;
- The huge interest of students in such activities;
- Development of professional skills of future specialists.

Thus, a business game with elements of the case method and the project method in the form of a “court session” allows students to formulate a comprehensive approach to the study and evaluation of historical events, phenomena and figures, as well as develops the ability to independently and professionally formulate and state the conclusions drawn.

The developing effect of role-playing games is associated with the participation of students in the analysis of the situation and the final discussion, as well as with the successful distribution of roles, taking into account the personal characteristics of students in the group. Using the case method aims to include elements of professional activity in the educational process, provides a transition from the educational situation to the professional one, where the solution of the problem would require the use of knowledge and relevant competencies.

Thus, the preparation and conduct of workshops in interactive forms through the use of role-playing games requires additional effort from the teacher and students. However, it gives good results, forming the following skills:

- Express your thoughts clearly, confidently and correctly;
- Argue their point of view and take into account the point of view of others;
- Take responsibility;
- Work with a growing and updated information flow;
- Ask questions, independently formulate a hypothesis;
- Effectively solve problems;
- Develop their own opinions based on the comprehension of various experiences, ideas and ideas;
- Participate in joint decision making;
- Build constructive relationships with other people.

In general, the humanization of teaching in higher education involves a shift in emphasis in educational activities from classroom studies to independent work. In addition, the organization of students' independent work sets the task not only of solving the problems already formulated by the teacher, but also of developing a problematic vision for students (Vasilev et al., 2018).

And this requires deep, constantly updated knowledge, the ability to navigate independently in the rapidly growing flow of information. As a result, problem-based learning is effectively implemented - training, which involves the creation of problematic situations under the guidance of a teacher and the active independent activity of students to resolve them, resulting in the creative mastery of knowledge, skills and the development of mental abilities.

IV. CONCLUSION

Innovative methods in teaching law students prove their effectiveness only with strictly controlled and planned by the teacher educational process based on the implementation of dialogue and personality-oriented approaches with enhanced intersubjective communication in cognitive activity, the competent selection of teaching methods, taking into account the peculiarities of perception of information by different students, as well as unconditional personal interest of the teacher.

Thus, the role-playing game as a teaching method has great learning opportunities, and its social significance lies in the fact that in the process of solving specific problems, not only knowledge is activated, but also the skills of group interaction, including the skills of cooperation and partnership, psychological understanding of oneself are developed and other people.

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