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MODEL OF JOINT GAME -BASED ACTIVITIES USING GAMING TECHNOLOGIES IN PRE-SCHOOL AGE

Summary. *The article presents a model for encouraging the joint game-based activity of the children aged 5-6 years, which consists of gaming technologies focused on development of skills for effective metacommunication; skills for game interaction; communication skills. The article emphasizes on the development of communication skills ensuring the successful inclusion of the child in various game interactions.*

Key words: *game-based activity, gaming technologies, game interaction.*

With regard to the group of educational technologies, a special place is reserved for the **educational gaming technologies** which are enjoying an increasing interest these days. They include a vast group of methods and means for organization of the teaching process in the form of various educational games.Y. Krasovski makes an attempt to track down the development periods of the gaming technologies during the 20th c.:

The first period the author refers to the beginning of the 70's when the business game was starting to be more widely used as a training method, mainly as part of the university programmes.

The second period the author refers to the beginning of the 80's when the gaming technologies were used mostly for training of specialists in the sector of economic science.

The third period covers the end of the 80's when the gaming technologies were included on a mass scale in all university student training programmes.

The fourth period the author connects to the end of the 20th century, when game entered massively in all spheres of education [6].

D. Dimitrov proposes a definition of the gaming technology as "a systemically built procedural and structural integrity of interconnected procedures for focused creation of the activities and pedagogical varieties of the game" [2, p. 23]. He believes that the parameters of gaming technologies are pre-determined by three models: /the target, conceptual and organizational-functional model/, by the supporting invariant (structuring algorithm) and its unfolding programme.

S. Ivanov highlights that the educational gaming technologies and techniques have a decisive role for the realization of the tasks and objectives of the pedagogical interaction at all of its levels. They guarantee the adequate game satisfaction of the child's leading needs and interests, and ensure the child's activity and its education- targeted guiding by the pre-school teacher [4].

The effectiveness resulting from the use of the gaming technologies to a larger extent depends on the creation and maintenance of the interest in gaming during the entire duration of the game-based activities. Y. V. Geronimus points out the following more important conditions which help to create and maintain the interest in gaming:

1) pleasure from being in contact with one's game partners; 2) pleasure from demonstrating one's own gaming skills to the others; 3) pleasure from anticipation of unpredictable game situations; 4) the need of decision-making in a complex and unsure environment; 5) quick result from the decisions made; 6) satisfaction with one's own success [1].

The joint game-based activity helps the child develop two types of actions:

- actions oriented towards proximity to other children;
- actions oriented towards communication and interaction by unfolding the game concept.

This is how the child becomes aware of the content of his/her own actions and of the fact that his/her partner is an active carrier of ideas and game actions.

The joint game through the gaming technologies in the proposed model encourages the children to coordinate the game conceptions and actions with the help of an active exchange of opinions, explanations, discussions and questions, which leads to a clash of opinions and establishment of a separate centration in the process of solving a particular game situation. These natural disagreements in the joint game grow into constructive activity and meaningful cooperation, aimed at comparing and exchanging different game techniques, and distribution of the tasks among the participants.

In the "process of this business cooperation, the game interaction among children takes place by identifying and planning statements, which carry the specifics of each separate level of its unfolding - from the most uncomplicated expressive statements to the verbal statements, through which unambiguous understanding of the game actions and conceptions is ensured to the fullest degree" [3, p. 115]. The verbal form and its active use shows that the child is aware of his/her own contribution and the contribution of the others in the joint game. These statements suggest interaction and communication between the children since they are interconnection in an organizational, social and technological aspect.

In the model implementation technology three main levels of the game interaction and communication unfolding can be differentiated:

1) Subject-game interaction and communication;
2) Role interaction and communication;

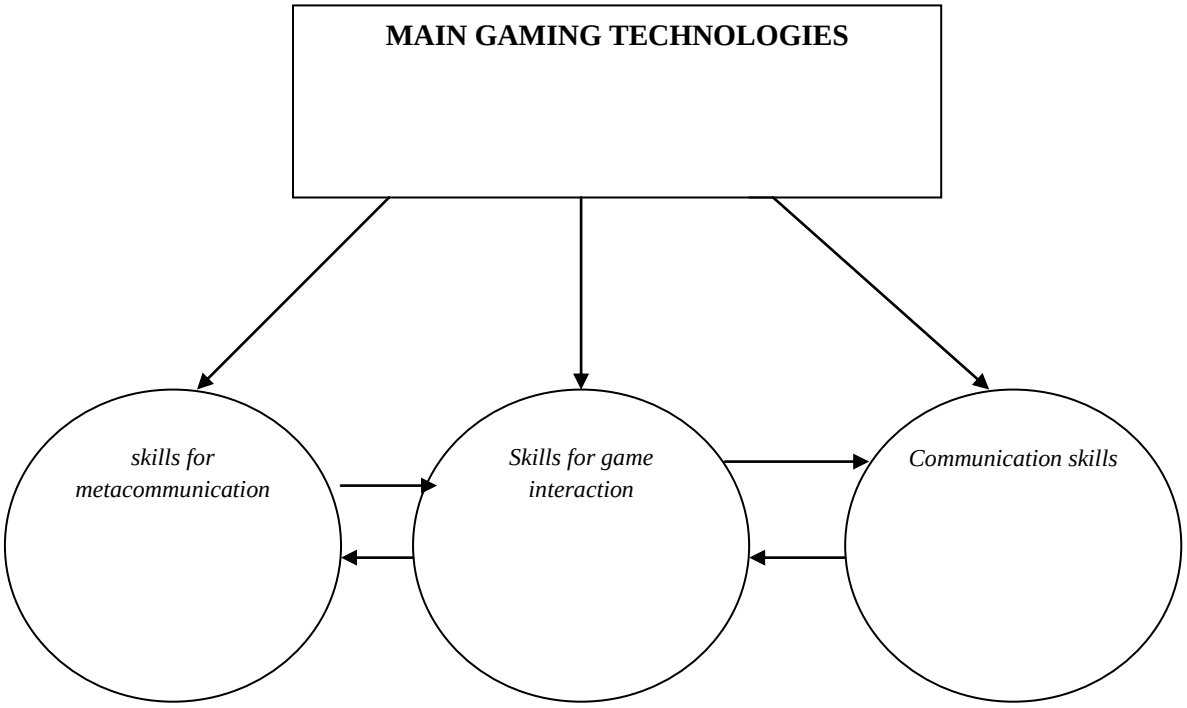
3) Joint creation of conceptions, rules, plots, and discussions

The main idea of the model implementation technology is, on the one hand to influence onto the development of the game activity itself by selection and systematization of games which are suitable for the objective of the study, and on the other hand, to influence the communication process due to which it is admitted that this will ensure optimization of the entire system of relations arisen in the joint game.

In this connection, by using the gaming technologies, the efforts are focused onto development of [3, p. 123]:

- skills for successful metacommunication;
- skills for game interaction;
- ccommunication skills.

Model of Joint Game -Based Activities Using Gaming Technologies



A main task in connection with development of the first type of skills (skills for **successful metacommunication**) it to bring out in front of the child the need to identify various objects, to put in words his actions, roles and

relations, to express verbally his/her ideas, to plan his/her upcoming actions, i.e. the child is encouraged to use actively identifying and planning statements in order to ensure coordination with the others.

The verbal designation of the game role and the game situation, in which the child participates, has a particularly encouraging effect onto communication. As a result of this, the role dialogue develops.

The transition to this type of **interaction**, according to N. Korotkova, results in:

- awareness about oneself and their partner as carriers of provisional positions.
- awareness and determining the contents of one's and the content and semantic connection between their own role and this of the others [5].

Examining the same issue, G. Ivanova states that **communication** among children in the process of the game and in connection with it, is a real form of implementing the interaction, underlining the fact that "it is a natural way for organization of the joint activity. In this sense, development of the activity is accompanied by development of communication as its organizational tool and as a natural form of manifestation of the relations among the children performing this activity; furthermore, without establishing particular relations, mutual understanding, mutual influence and action, are impossible.

Throughout the game process, communication is made possible by the game actions, the roles and the plots which the children unfold. It has a modelling effect since by the help of it in a summarized form relations are being re-established as perceived by the children from their previous experience" [3, p. 135].

Using the game technologies model, communication is developed by:

1. Focusing attention on the game partner and placing them within the scope of the child's interests;

2. Creating a positive emotional attitude towards the partner and their actions in the game and in connection with it;

3. Encouraging the initiatives focused on attracting the partner's attention;

4. Gradual increase of the empathy towards the game partner in two aspects:

- **cognitive**-inferring the partner's thoughts and believes;
- **affective**-inferring the partner's feelings and emotions;

5. Establishing interpersonal contacts on the basis of mutual understanding [3].

Very often game communication enables children to manifest certain qualities they have never manifested before. Hence, game communication is a tool for developing the child's interpersonal relations, but also a suitable environment for their manifestation.

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