

THE GAME AS A MEANS OF LEARNING STIMULATION

ANASTASIYA KOMAROVA

Abstract

The article presents Master Diploma on the problem of pupils' activity (stimulation) at the lessons of Technology in the school №16, the city of Vladimir, Russia. The plan of the lesson in the form of the game "Fabric, its properties and kinds" is offered for teachers of Technology.

Key words: game, learning stimulation, technology, fabric.

PROJECT ARGUMENTS

What is a game? It is one of the most difficult questions for a man and for an animal as well. We know quite exactly what we mean when we say that a kitten, a puppy or a baby is playing but it is very difficult to give a proper definition of this very important activity. There are a lot of various definitions of the game. Libraries of many countries have lots of items about games with thousands of titles in various sections. The problem is mainly in the fact that trying to give a definition many authors numerate a lot of features of the game which seem to be very significant. I.S. Kon said, "We don't know what a game is. Or rather, I don't know any full definition covering all the volume of the term, all my intuitive ideas about it." Now the scientists came the sad conclusion that an exact definition of a game in the activity of a man or an animal cannot be given and all the attempts to make it should not be taken seriously.

One of the main problems of using games in the educational process is based on the fact that many teachers consider the game only as a means of stimulation of perceiving but a game is a versatile phenomenon. An individual keeps playing all the time. It is an activity and relaxation, creativity and imitation, learning and fun, training and improvisation, communication and self-expression. The game possesses all the features simultaneously.

PROJECT

I am presenting my experience in preparation and conduction of a lesson of technology (topic "Fabric, its properties and kinds", 5th grade, 11-12 years of age).

Aims:

Educational: systematize and generalize the information from the topic "Fabric Study".

Developing: develop thinking ability, abilities to analyze, compare and systematize.

The main task: to form skills of decision making in the process of opening and developing a business.

The best time for the game is the end of the term.

Participants:

1) Pupils in three group (4 or 5 pupils in each), each group has a name (Company N, Company X, Company Y).

2) A group of experts (some older pupils (6-7 grades) and a teacher.

3) The leader of the game is the teacher. He is a company representative who comes to the town to choose a new partner.

Some more aspects of the game organization necessary for its success:

a) The pupils are given the task to refresh everything they learned about fabric beforehand.

- b) The classroom is divided into three offices to create a proper atmosphere.
- c) The posters and teaching materials on the topic of the lesson are placed on the walls and around the classroom.
- d) A special group of judges (experts) gives each team marks for their answers.

Lesson plan:

1. Beginning (5 min)
2. Preparation pupils for their activity (5 min).
3. Systematization and generalization of the pupils' knowledge (30 min)
4. Conclusion (5 min).

The lesson:

1. Beginning.

Greeting.

The participants are given tasks, the leaders and organizers are introduced, and the plan is presented.

2. The groups of pupils draw lots (a kind of the fabrics produced in their company: cotton, silk, wool) and chose the companies' names.

3. Systematization and generalization of the pupils' knowledge.

A business game.

The company representative comes to the town to choose a new partner.

Part 1. "Question - answer" (10 min).

Each company of pupils answer the questions to prove their competency.

Questions:

- 1) What is a fabric?
- 2) What its properties do you know?
- 3) What are natural materials made of?

For the right and complete answer a team scores 2 points. If the answer is not complete the team scores 1 point. Every addition costs 1 point as well.

Part 2. "Professional skills" (20 min).

The teacher gives each team a task to make professional recommendations for producing their kind of fabric (cotton, silk, wool).

4. Conclusion of the game.

The group of experts counts all the points and the teacher makes the conclusion about pupils' preparation and activity at the lesson and chooses the winner.

CONCLUSION

Using game technology in class promotes unity of theory and practice, demonstration, individual interest and independence.

The game gives every pupil opportunity to obtain a personal meaning of technological practice, try on various social roles: a leader, an expert, a worker. It is very important to choose a form of the game and keep to its plan. I noticed that learning terms of technology and understanding technological process take less time and energy when the game is used in class.

Pupils' ability to prove the aims of technological activity, to plan the process, to use various methods and techniques is developed in the game process. The real situations are modeled in the game. It makes pupils more familiar with the real life.

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