ROLE PLAYING AS A TOOL TO OVERCOME «EMOTIONAL BURNOUT» OF «SATORI GENERATION»

Natalia Novikova¹, Tatiana Cherkashina², Ekaterina Budanova²

¹Peoples' Friendship University of Russia (RUSSIAN FEDERATION)
²Kosygin Russian State University (RUSSIAN FEDERATION)

Abstract

The game is an element of any national culture, a model of the social world and the universe. The article proves the necessity of introducing gaming technologies into the practice of teaching particularly due to the fact that teachers are currently faced with a completely new type of students – representatives of the so-called «satori generation». The authors analyze changes in the value ideological attitudes of this generation, explore the problem of their «emotional burnout», classify difficulties in work with this type of students, and offer a role-playing as a way to overcome these difficulties by changing the format of the relationship between teacher and student. Being a variety of interactive technologies, role-playing sets the context of students' future professional activities, teaches them to see goals, highlight priorities in teamwork, turning the «victims» of the digital revolution into active participants in the role play scenario. The authors explore how a role-playing forms the communicative competence of students who, in the course of the game, have to play the role of author, listener and expert. The article emphasizes that the role-playing game proceeds according to predetermined rules, with established rules, assessments, goals, objectives, simulating real situations of interpersonal interaction. The authors draw attention to the fact that in the course of the role-playing game, students acquire very practical instrumental knowledge, skills and abilities, enhance their practical communicative competence and are taught to act as a partner in a dialogue, instilling the ability to accept certain rules that must be followed by all participants. Role play simulates the conditions of competition, which is attractive to students, supports their desire for self-actualization. The authors come to the conclusion that the role-playing game could help to overcome the «emotional burnout» in the «satori generation». As an illustration of the theoretical conclusions, the authors provide descriptions of some role-playing games that they use when teaching Russian language and show how these games help the teacher in working with «satori generation».

Keywords: Role-playing, teaching, Russian language, satori generation.

1 INTRODUCTION

Psychological and pedagogical studies show that the problem “how to overcome emotional burnout” is associated with the emergence of a completely new subject of education. Specificity of modern situation is that this new subject has a features of the so-called “satori generation” - this term literally means “enlightenment” in Japanese (as in the meditative practice of Zen is called “inner personal experience of cognition the true human nature through achieving the state of one thought ”). In other words, “enlightenment” is understood as the ability to see life without imposed stereotypes, conventions and rules [1]. The hackneyed statement ‘the format of the modern educational space is fundamentally changing’ has taken a new urgency in the light of today’s digital revolution in education and appearance a generation that does not strive for anything: self-isolation for them is a comfortable style of existence in Internet.

Let us enumerate some goals of the modern education system that are significant for our research:

a) attitude to knowledge not as an information kit, but as an opportunity for an individual to use and apply them in practice;

b) an integrative approach to the content will take the lead, displacing the declarative, instructive style;

c) the postulate “we will come to an understanding of the meaning” drives out the previous postulate “you are obliged to learn and reproduce”;

d) the nature of interaction between subjects of pedagogical relations is changing: authoritarianism gives way to cooperation and partnership, etc.
In our opinion, students today are waiting for the teacher to deliberately abandon the role of an expert familiar in the classical educational paradigm. The teacher should voluntarily agree to act only as an organizer of the study, a “midwife” (according to Socrates) of analysis or discussion in a specific situation, allowing students to become participants in a joint search for truth. At the same time, the teacher’s point of view is just one of the possible ideological positions: it does not claim to be an absolute true, but it does not lose the right to be true. With such an organization of work in the classroom, we have a chance to “embed” the personal position of each student in the situation of a joint search. This provides an ability to build feedback that informs the student that he is acting correctly and (with the reinforcing assessment of the teacher) he can continue to act in the same way.

2 METHODOLOGY

The material of the study was the pedagogical experience of the authors on the use of gaming technologies in the practice of teaching Russian as foreign language. The paper presents the authors’ observations on the effectiveness of the game teaching methods and the generalization of the results achieved. To solve the tasks set in the research, the following methods were used: descriptive method, comparative - analysis method, introspection method. Game theory and its humanistic ideology in the development of the learner’s personality was the subject of studies conducted by E. Bern, M.M. Bakhtin, V.S. Bibler, M.S. Kagan, A. Maslow, I.Yu. Schechter, J. Huizing, A.D. Vasilyev, B.G. Ananev, A.A. Derkach, M. Mamardashvili, G. Oppo, K. Rogers, S.L. Rubinstein, D.N. Uznadze, M. Foucault, and others. Theoretical issues of gaming technology were the focus of special study in the works of N.G. Alekseev, V.M. Demin, V.I. Ustinenko, G.P. Schedrovitsky, V.A. Yakovlev, etc. Psychological analysis of the game was given in due time by L.C. Vygotsky, A.N. Leontiev, D.B. Elkonin.. Propaganda of games as a means of education and training described in studies of A.Ya. Gerd, E.M. Dementiev, P.F. Lesgaft, A. Scotak, and others. The organizers of the methodical work with role-playing were N.P. Bulatov, V.V. Gorinevskiy, V.G. Martz, E.M. Minsk, and others.

3 RESULTS

Potential educational capabilities of gaming technologies consist primarily in the fact that role-playing, business games, case studies (as a kind of interactive forms of education) set the subject and meaningful contexts of future professional activities, teach students to interact in a team, to consider alternative opinions to solve a common problem. According to I. Huizinga, the game accompanies a person throughout his life: “the most noticeable initial manifestations of human social activity are already permeated by the game” [2].

The ideology of an innovative education model is not to form a person, to manage a person, but to form and manage the process of its intellectual, moral, spiritual, creative development. It’s embodied in the very meaning of the term “interactive”.

Among the meanings of the polysemous word “game, we have identified some meanings that most closely matches our study:

1. the game is “a fun, established by the rules” [3]
2. the game is “an activity determined by a set of certain rules and maneuvers serving to fill leisure activities and to provide entertainment” [4]
3. the game is “a deliberate series of actions pursuing a specific goal: intrigues, secret plans, etc.”[5].

Let us also turn to the characterization of role-playing games proposed by the psychotherapist E. Bern: “A game is an on-going series of complementary ulterior transactions progressing to a well-defined, predictable outcome. Descriptively it is a recurring set of transactions, often repetitious, superficially plausible, with a concealed motivation; or, more colloquially, a series of moves with a snare, or “gimmick.” Games are clearly differentiated from procedures, rituals, and pastimes by two chief characteristics: (1) their ulterior quality and (2) the payoff. Procedures may be successful, rituals effective, and pastimes profitable, but all of them are by definition candid; they may involve contest, but no conflict, and the ending may be sensational, but it is not dramatic. Every game, on the other hand, is basically dishonest, and the outcome has a dramatic, as distinct from merely exciting, quality”. [6]. We can add also that the word “game” itself, as was shown above, bears the meaning of “fun”, which means it is not perceived by the new generation as something dry and boring.
Role-playing, in addition to regulating the goal of the game, its course and rules, distribution of roles, rating system, etc., creates high motivation, ensures the effective learning, develops students' creative and communicative skills, forms their active life position and leadership. In an effort to defeat the team of opponents, students learn to find and to nominate a leader. A competition underlying the game is very attractive for people of college age: it supports their desire for self-actualization. Changing the format of the relationship between teacher and student and being a variety of interactive technologies, role-playing sets the context of students’ future professional activities, teaches them to see goals, highlight priorities in teamwork, turning the «victims» of the digital revolution into active participants in the role play scenario.

We would refer, as an example, to the game - discussion on the model “Pro et Contra”. Debating was based on the book of the Russian philosopher N.A. Berdyaev “The Soul of Russia” [7], who built his arguments about the originality of the Russian spirit in the form of a dialogue-dispute (see Table 1). The goal of the game: to develop verbal, logical, communicative skills and ability to work in a team. At the beginning of the game three students were appointed experts. All others were divided into two groups. Each group was proposed to choose preferable opinion about listed attitudes Pro or Contra. Then each group had to defend chosen point of view and continue this dialogue, building upon the realities of modern Russia, as well as on the information from previous texts. The group of experts had to evaluate the persuasiveness of arguments in favor of pro and contra opinions and to pick a winner.

<table>
<thead>
<tr>
<th>Table 1. Materials for game based on the book “Soul of Russia”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do we realize what is Russia and what is it called for?</strong> Even for Russians, Russia remains an unsolved mystery. Russia is contradictory ... Russia has a dual nature, and causes opposite feelings. A bottomless depth and immense height are combined with some baseness, ignorance, lack of dignity, slavery.</td>
</tr>
<tr>
<td><strong>Attitude to the state</strong></td>
</tr>
<tr>
<td>Russia is the most stateless, most monarchical country in the world. And the Russian people are the most apolitical, never able to equip their land.</td>
</tr>
<tr>
<td><strong>Attitude to nationality</strong></td>
</tr>
<tr>
<td>Russia is the most non-chauvinistic country in the world ... Russians are almost ashamed of being Russian; national pride is alien to them, and often - alas! - national dignity.</td>
</tr>
<tr>
<td><strong>Attitude to freedom</strong></td>
</tr>
<tr>
<td>Russia is a country of terrible obedience, a country where individual rights are not protected, a country of inert conservatism, enslavement and strong religious life.</td>
</tr>
</tbody>
</table>

Interactive role-playing learning is designed for "emotional complicity." According I.Yu. Schechter, “the role-playing method proceeds from the fact that when speaking, the meaning is actualized in ready-made language formulas which are not predictable until the moment of speech, and, therefore, are not subjected to the conscious control of the speaker”[8]. In other words, until the moment of speech, we don’t know by what words we will speak or in which forms we will use them. So this technology helps out students to develop their lingual, speech, and understanding skills in unexpected situation which is very close to real communication. While the educational value of gaming technology is that its format is focused on group activity, this does not negate the personal component [9]. And this thing is particularly important for working with satori generation where the uniqueness of each individual is raised to a cult.

The language game usually involves learning how to present a monologue text in the form of a dialogue. In this dialogue at least three subjects operate: the Author, the Listener and the Expert. Participants of the game learn to play the active roles of the Author, of the Listener and of the Expert. In each new game circle, students exchange their roles. Thus, the role-playing game develops dialogical skills as well: students acquire very practical instrumental knowledge, skills and abilities,
enhance their practical communicative competence and are taught to act as a partner in a dialogue, instilling the ability to accept certain rules that must be followed by all participants.

Within a frame of our research we compare the levels of lingual, speech, and dialogical skills of students from experimental group (EG) where gaming technology was used, and the students from control group (CG) where gaming technology wasn’t used. Results of the comparison we presented in the table 2.

### Table 2. The level of lingual, speech, and dialogic skills and abilities of students

<table>
<thead>
<tr>
<th>Nature of tasks</th>
<th>CG</th>
<th>EG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lingual skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Correctly identified the semantics and syntagmatics of language means</td>
<td>56.2%</td>
<td>72.2%</td>
</tr>
<tr>
<td><strong>Speech skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Correctly defined their role in the team game when discussing the problem</td>
<td>61.3%</td>
<td>89.4%</td>
</tr>
<tr>
<td><strong>The ability to interact in dialogue mode</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The ability to attract the attention of the audience, to establish and maintain contact</td>
<td>37.7%</td>
<td>96.2%</td>
</tr>
<tr>
<td>2. Readiness for self-reflection, ability to evaluate their own text and control their own speech behavior</td>
<td>29%</td>
<td>89.4%</td>
</tr>
<tr>
<td>3. The ability to evaluate and adjust another’s texts</td>
<td>28.2%</td>
<td>90%</td>
</tr>
</tbody>
</table>

To assess the effectiveness of gaming technology in the formation of the dialogical competence of EG students, we conducted a special monitoring. The results are presented in Diagram 1.

### Diagram 1. The level of dialogical competence

Let us emphasize: the knowledge component remains, acquiring a completely different meaning. Declarative knowledge (WHAT I know) does not make a person competitive. The most valuable are procedural, or instrumental, knowledge (HOW, WHERE, and FOR WHAT PURPOSE I can apply it) and professionally significant skills or competences. It is no coincidence that employers are interested in the experience of applicants for the vacant position. While playing, a student can acquire needful experience and master the required competencies, without leaving the university. The Chinese have a saying: “Tell me, and I will forget. Show me and I will remember. Let me do it, and I will understand.” With role-playing learning students receive a real chance “to test themselves in real life.”

### 4 CONCLUSIONS

Summing up, we can conclude that the role-playing learning is a special format of the lesson. Organized in a special way, it requires emotional and mental efforts. The game always involves making decisions: what to do, what to say, how to win. The desire to find an answer to these questions sharpens the mental activity of the players. In addition, the role-playing game is a diagnostic tool that
allows you to determine the level of students' professional communicative competence. With its help, we can identify the most problematic areas of student's knowledge, and determine the degree of assimilation of the material. The game is a communicative activity: it introduces the student into the real context of the most complicated interpersonal business relationships. The game allows to simulate a sociocultural context, to play various options of speech behavior, to correct mistakes, and then play again.

Today it becomes obvious that a modern student, having the new options in acquiring knowledge, does not need traditional lectures, he appreciates the opportunity to learn how to act. According J. Huizinga, "the game cannot be denied. One can deny almost all abstract concepts: law, beauty, good, spirit, god. You can deny the seriousness, the game - you cannot " [10]. The main educational effect of the role-playing is "not to allow yourself to think and act as you were taught", but to think, evaluate, make a decision during the so-called brainstorming, which will allow to destroy, to break the pattern that the satori generation is running from. Thus, we can conclude that the role-playing is a kind of methodological vaccination against the virus of consciousness satori and could help to overcome the «emotional burnout» in the «satori generation».

REFERENCES