

Innovation in games: a student as a game designer.

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The present times bring some challenges for education. Perhaps, the most important are the following:

1. An escalation of information in a society. It is believed that information doubles every ten years. Now no one can cover the whole information field accumulated by a human.

Here are two consequences:

- anyone happens in a position of a choice in face of this mass of information – which information should be taken in a concrete situation, e.g. a task or a problem solving session. But the objective choice of information is not so easy. The choice tends to be pleasant or locally useful than strategic necessary. This contradicts to the model of a classical education: the information we provide to students is not necessary for them right now - it will be needed only in a future. And knowledge in an academic format do not brings an immediate pleasure for the most part of students, just for small group of students with developed cognitive interest, for whom information is valuable. Although teachers are trying to make learning fun.

- the student will always find a way to satisfy his informational curiosity, even if the information quality is less than at school.

2. An enlargement of life expectancy, even slow, leads to an enlargement of a childhood period. And childhood is associated with games. Also, an enlargement of childhood is the result of an increase of the information volume – a person's entry into adulthood is impossible without more or less complete education. However, the yet another result is a growing infantilism of people, the dependence of external rules. In the field of author mastery, this phenomenon is called “fear of a clean paper” - a person needs a template because he does not know how to be in an active position.

Trends in education modernization in the 21st century are activity and compaction of an information. Most school systems try to reduce the percentage of knowledge and increase the percentage of student activity, as well as build research skills.

One possible solution of these problems is to make games for students. There are a lot of quality games, from didactic to sports. These games are successfully used by teachers in their classes. Usually the using of educational games brings the desired result. But we have a special group of students - gifted and talented students. They like to play, and perhaps more than their mates. Once we thought that the development of a creative person and the situation when one is constantly stick to rules does not fully support young creative person. Any rule is a template. A creative person should be above the patterns.

I work in Sirius – a President educational center for gifted children. Trying to answer these challenges, we changed the approach. We do not play games with children, but teach children to develop games themselves. Many of my Sirius colleagues work in schools. In their lessons, they often also develop their own games with children.

At literary programs, I gave classes in gaming technology. I want to share some of the positive effects that we have received.

1. The game - in our case it was literature - has the ability to compact large amounts of information. Several big classic novels can become the basis of a game. The schoolchild sees

the material of these works in the form of a structure, absolutely clearly, which improves memorization and understanding.

2. Independent successful creative activity, independent creation of a new product stimulates the development of the creator.

3. The student in the work on the game learns to work with information, selecting the necessary. Things that seemed boring and not very necessary, become interesting if they include in the sphere of personal interests of a student.

4. Project activity gains popularity in schools. The development of games on humanitarian is becoming a very interesting type of project, on which a team of students can work.