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## THE INFLUENCE OF EDUCATIONAL FILMS AND GAMES ON THE CULTURE OF DRIVING

### LA INFLUENCIA DE LAS PELÍCULAS EDUCATIVAS Y JUEGOS SOBRE LA CULTURA DE LA CONDUCCIÓN

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#### ABSTRACT

The use of a system of active teaching methods, developed and improved depending on the specific learning situations, is one of the key elements in the implementation of management accumulation and development of skills and knowledge of individuals for active self-realization. Active methods include methods in which each trainee is forced to actively extract, process, and implement educational information presented in a specific didactic form that provides objectively much better compared with traditional methods, the results of training practical activities. The detailed description of each generalized technology is an independent task, we in our study have focused on the characteristic of active learning, predominantly contextual and game type. This choice is explained by the fact that in the system of vocational education active learning can become (and in many countries has already become) system-forming, within the framework of which all other generalized pedagogical technologies are used. In addition, it is in the training technologies of this type that the most promising is the use of educational games. At the same time, in no case should we abandon traditional, well-established forms and methods of teaching that solve a wide class of didactic tasks. The art of designing the educational process is to find a balance between different pedagogical technologies.

#### Keywords:

Education, educational process, efficiency, driving, students.

#### RESUMEN

El uso de un sistema de métodos activos de aprendizaje, desarrollado y mejorado según las situaciones específicas de aprendizaje, es uno de los elementos clave en la realización de la acumulación de gestión y el desarrollo de las habilidades y el conocimiento de los individuos para la autorrealización activa. Los métodos activos incluyen métodos en los que cada alumno se ve obligado a extraer, procesar e implementar de forma activa la información educativa presentada en una forma específica. La descripción detallada de cada tecnología generalizada, predominantemente contextual y tipo de juego. Esta elección se explica por el hecho de que en el sistema de educación profesional, el aprendizaje puede convertirse (y en muchos países ya se ha convertido) en un sistema de formación, en el marco del cual se utilizan todas las demás tecnologías pedagógicas generalizadas. Además, es en el entrenamiento de tecnología de este tipo que lo más prometedor es el uso de juegos de negocios. Al mismo tiempo, en ningún caso debemos abandonar las formas y los métodos de enseñanza tradicionales y bien establecidos. El arte de diseñar el proceso educativo es encontrar un equilibrio entre las diferentes tecnologías pedagógicas.

#### Palabras clave:

Educación, proceso educativo, eficiencia, conducción, estudiantes.

## INTRODUCTION

A business game is an event in which participants learn to make decisions under given conditions. Educational games imitate a real business situation, a problem. Educational games are set by rules, technical conditions, in which participants operate. Business game can be used for team building and to address topical issues of organization of the creation of creative ideas to solve the problems between workers and management.

The main products of the entertainment industry, which influence the formation of the sense of justice due to their mass prevalence, are games and video films. They spread widely in the educational sphere.

The game, being an element of the universal fundamental structure of culture, influences the formation of completely different spheres and forms of human activity. The problem of computer games now requires special attention, because, firstly, they have unconditional popularity among all age groups, and secondly, the process of the game itself allows in virtual reality conditions to carry out actions related to the deprivation of the characters of the game of life, theft, and receive for them a reward in the form of points, points, money, etc., which is impossible with the game "real", for example, and "Cossack robbers". But when we say in our minds that these are just toys, our subconscious can take this quite realistically, no one has a guarantee that what is seen on the screen of the monitor will not be repeated in reality.

Educational games are good because they can change the participants places plunge people into a certain atmosphere, redistribute responsibilities differently than things are in fact, that each participant, having visited "foreign skin" changed his attitude to the problem.

The goals of a business game can be: formation and development of certain motives and interests; development of systematic and integrated thinking, the ability to look at the situation as a whole; development of the ability to make decisions independently and see their consequences; formation of a holistic view of business processes, professional activities, organization activities; development of the skills of collective decision-making, collective creativity; team building, increasing personal responsibility, acceptance of team values; and development of modeling skills, including social, engineering, financial, etc.

Scenarios of educational games are developed individually for specific goals, tasks, features of the team. The number of participants in educational games is from 8 to 150 people.

Technology is called active if the role of the teacher changes significantly (instead of the role of the informer as the manager), and the role of the trainees (instead of the object of influence, the subject of interaction), and the role of information (information is not a goal, but a means for mastering the actions and operations of professional activity).

We propose a classification of active learning technologies based on the following features: 1) the existence of a model (subject or process of activity); and 2) the presence of roles (the nature of communication of trainees).

Educational game is a complex multi-faceted phenomenon, which is studied today by representatives of different sciences - economics, management, pedagogy, psychology and others. Game design, simulation training, role-playing, educational game has a more flexible structure, does not limit the choice of objects of imitation, involves the introduction of spontaneously arising situations.

## DEVELOPMENT

The educational game from the position of game activity is the cognition and actual learning by the students of the social and objective reality in the process of solving the game problem by playing imitation, recreating the main types and behaviors in the roles of certain rules laid down in the game conditions, and on the model of professional activity in conditional situations. A educational game is: 1) a model of the interaction of people in the process of achieving certain goals-economic, political, etc.; 2) a group exercise to develop solutions in artificially created conditions that imitate the real situation.

Films demonstrating aggressive and frightening behavior have always attracted a lot of attention, both ordinary film-goers and a narrow circle of specialists, which is explained by the specific nature of their influence on the mass consciousness. Among the films that cause the most anxiety, one of the first places is occupied by horror and mystic movies, which include violence, bloody scenes, murders and characters of disgusting kind - vampires, werewolves, zombies, etc. in their plot. The first film of the genre "horror" "Castle of the Devil" was removed by Georges Melles in 1896. Now in the XXI century. you can watch horror movies in education using a laptop or a computer with Internet access, especially lectures and practical exercises. It is believed that horrors affect the human psyche. Consider both negative and positive sides of their influence on man.

Fear, shock, adrenaline, trembling, shaking - these are the main emotions of horror films. They make us think about distance from society, about various phobias and even

about death. The basis of his psychological practice is the following theoretical basis: with the regular impact on the human psyche of something that inspires him with a sense of fear (films, books), he begins to get used to and, in the end, ceases to experience negative feelings. On the other hand, films are able to relieve mental stress, thus performing the function of a stimulant of the nervous system. From this we can conclude that films of the genre "horror" are watched by people who want to overcome their own fears and phobias. On the educational discipline, criminology or legal psychology at the university often show horror films, for example, to examine the interrogation of witnesses, collect evidence from the scene, etc.

So, in 2009, the results of an experiment conducted by biochemists from Washington were published in RBC daily (a daily analytical newspaper). This study showed that viewing scary movies affects a person not only mentally, but also physically. Scientists are inclined to explain the behavior of the body in that a strong fear and inner anxiety of a person when viewing a violent film are a signal for the body about the danger. The generalization of medical educational materials allowed doctors to conclude that such stress causes a person not only temporary biochemical changes, but also contributes to the emergence of various diseases. So, the inability to relieve aggression leads to the fact that a person develops hypertensive and ulcerous diseases, increases the likelihood of a heart attack, a stroke and even a migraine appears.

All these psychological processes subsequently affect the culture of driving. Excessive enthusiasm for such games and films is not harmless. Even in the film of the famous American film director Michael Moore "Bowling for Columbine" shows the scene of the shooting of two teenagers by his classmates, shot on a video camera. And in the movements of the teenagers themselves there was something similar to the movement of the heroes of computer games-shooters.

The scope of road safety is a set of diverse interacting functional elements, related to the overall goal of functioning - improving road safety, i.e. has signs of complex systems. It applies to all system attributes: the goal, structure, process (algorithm), quality (efficiency) of functioning, as well as technical, technological and other realizability. The objects of road safety include vehicles, road users, roads and roadside devices and equipment, technical equipment, traffic management and traffic management specialists, etc.

Current methods and information and analytical support are characterized by inconsistency and the lack of systematic uniform legislation and practice. Practically, the

assessment of the psychological state of persons passing exams for the right to drive by a car is not carried out at an adequate level, and legislative initiatives in the field of road safety are not evaluated.

Transformation of personal qualities of students takes place at all levels of preparation and conduct of educational game. Before them, the goal is to get used to the image of a specialist whose role they will perform. When preparing a game, the teacher, as a rule, recommends that they try to think for their own character, think over the preparatory stage, as his specialist would have thought out. At the same time, the student learns to overcome the difficulties of verbal and non-verbal (sign language) associations.

Educational game can be considered as a dynamic and deterministic system of "teacher-student" and "student-student". From the standpoint of system analysis, it is an open system in which the activities of participants are based on information coming through feedback with the constant diagnosis of partner reactions. Educational game is a controlled system, as the procedure of the game is prepared and adjusted by the teacher. If the game occurs in the predicted mode, the teacher may not interfere in the game relationship, but only observe and evaluate the gaming activities of students. But if the actions go beyond the predicted result, exceeding the limits of "tolerance", disrupting the objectives of the lesson, the teacher can correct the direction of the game.

The student fills the role with individual means of self-expression, struggles for professional and intellectual recognition in the group.

The preparation of educational game is a multi-stage procedure and depends on a number of subjective or objective factors. In order to facilitate the process of designing a game model and giving it flexibility, use the modular principle consisting of successive blocks and their operations, each block is characterized by its tasks, goals and results. The preparatory operation is a homogeneous, logically conditioned part of the block, aimed at achieving the tasks, objectives and results corresponding to the given block.

Any operation of the block is coupled with forecasting. Game actions of participants inevitably entail changes in game situations, a complex set of reactions of players. Therefore, the game should be analyzed by the teacher from various positions, so that the students' activity does not become unpredictable and uncontrollable. The more game options, the more ideal the model will be. At the same time, the probability of mistakes made by the teacher is reduced.

From another part, the use of educational films and games in the process of driving instruction greatly helps to understand the rules of the road. Studying educational films, students become more confident in their knowledge

## CONCLUSIONS

Proceeding from all the above, it can be concluded that computer games affect the person both positively and negatively. This all, influence on thinking, a way of life of the person. But if you penetrate deep into the problem, we will see that the health of students, computer games have a big impact.

Thus, all preparatory activities should be based on a prognostic basis. Forecasting when preparing educational game provides the teacher the opportunity to detect a problem situation, to conduct a multivariate analysis of the course and results of role-playing activities of students; identify possible typical errors; determine a series of techniques aimed at stabilizing the psychological regime of employment; establish trends and patterns of development of the educational game, considering the composition of the participants.

A dangerous management style is advisable to define as a set of actions of the driver for driving a vehicle associated with the intentional creation of interference that threatens the life and health of others or increases the likelihood of traffic accidents. Examples of this are: frequent maneuvering, sudden braking after acceleration, non-observance of distance or interval, etc. However, aggressiveness in the style of management should be seen not only as an activity aspect, but also as a characteristic of the personality of the driver. In it, as in many other extreme situations, there is a wide range of latent personality traits.

In contrast to dangerous driving, you can identify the reliability of vehicle management as an integral quality of the individual and the style associated with accident-free operation and reducing the risk of a dangerous traffic situation, with the exclusion of interference for other drivers, their respect, predictability of behavior on the road, etc. Reliability is associated with presence (including degree of severity) or lack of certain individual psychological characteristics of the driver. Despite the absence at present of a single point of view on the list of such qualities, it is legitimate to single out the personality characteristics that constrain or contribute to dangerous driving.

Depending on the activity of the driver, the position he occupies when choosing the features of driving should be distinguished:

- active style - this is a driver's activity, which is consciously displayed by the driver when choosing the style of driving;
- reactive style is the driver's behavior when driving a vehicle, which is the adaptation or response to a particular traffic situation, as well as the behavior of other road users.

Thus, by the majority of authors driving like activity, behavior and style characteristic. In turn, diagnostics of the driving style is important first of all for conducting preventive work with regard to probable road accidents (road accidents), since to a certain extent it allows predicting the safety-insecurity of a particular driver.

Thus, the educational process is necessary to take into account the psyche of students, take into account age, psychological training. Educational computer games and educational films should not cause psychological trauma to a person. The first thing you need to do to improve driving efficiency is to optimize the perception process. It is known that about 90% of information the driver receives with the help of vision, 6% - with the help of hearing, and the remaining 4% - with the help of smell and touch. At first, discard heavy psychological films, talking on a mobile phone, from music and talking to passengers while driving. Open the window to hear the noise of cars passing by, the screeching of tires or the siren of cars of special services. Earn the ability to intuitively recognize on the road cars that require increased attention. In this there is nothing complicated, it's all about the right approach to driving and mindfulness. After all, each can with a high degree of probability give a characteristic to any passerby: clothing, gait, facial expression, behavior. Analysis of traffic accident statistics also suggests that the greatest number of accidents is observed on road sections where the driver experiences a great deal of neuropsychic stress. This confirms that the reliability of the driver's work is consistent with one of the main laws of psychophysiology - the success of the performance of work depending on mental stress. According to this pattern, there is some integral of the emotional tension of a person, in which he performs the work with the greatest efficiency. Exceeding this optimal level, as well as reducing it, is accompanied by a deterioration in performance. In psychophysiological studies, the criteria for assessing the impact of various road conditions on the driver are the values of psychophysiological indicators corresponding to the optimal level of emotional stress. Based on this, the degree of reliability of the driver's actions is determined. To maintain the emotional tension of the driver within optimal limits, it is necessary to constantly receive to him some amount of new information on traffic conditions and the surrounding space. An essential role in ensuring the reliability of

the driver's actions is his ability to receive and process information. The quality of the assimilation of information depends mainly on its quantity.

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