

ABSTRACTS

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APPLICATION OF COMPUTER VIDEOGAMES TO CONTEMPORARY EDUCATIONAL CONTEXT

Contemporary students belong to the generation that has grown up with «new technology». They can work with multi-tasks, prefer graphics before the text, function best when networked and get instant gratification or frequent rewards. This relying on technology has a promising pedagogical perspective. In this article, the use of computer videogames for the purpose of learning and instruction is discussed. First, the author provides a brief overview of two main theoretical schools connected with computer videogames – narratology and ludology. Then, the theories of learning relevant to educational games are highlighted with the focus on videogames' capability to influence cognitive and motivation spheres. Multimodality, interactivity, narrative, and social use are listed among the characteristic elements of videogames. A comprehensive typology of serious games designed by Ben Sawyer and Peter Smith is discussed with the purpose to indicate that formal and informal education is one of the most active fields of serious games' development. Later, different arguments in favor of serious videogames are presented. Along with the advantages, the challenges of implementing computer videogames in the educational process are discussed. Finally, the application of computer videogames to foster civic engagement among young people is suggested as a vector for further investigation.

Key words: computer videogames, edutainment, serious games, game, learning by doing, simulation.