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НАСТІЛЬНІ ІГРИ В ОСВІТІ ТА ТВОРЧОСТІ ДИЗАЙНЕРА

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Habrel T., Milchevych S. Board games in designer education and creativity

Background. Using of different gamification techniques and methods is rapidly growing trend in a modern education, not only in creative fields. In education, "game technology" plays an important role, some educators define the game as a leading activity in the process of which under the influence of social conditions the ability to produce actions in the mental plane and to replace real objects. Gaming technologies are gaining popularity in education, bringing the joy of live interaction and unique hands-on experience to participants in the learning process. Games are seen as a tool that can solve many problems. Is it possible to make a practical connection between game enthusiasm and creative development? And how effectively is creative thinking activated when a designer needs to penetrate the backstage of game technology, turning from user to creator?

Objectives. Empirically connect board games to the development of personal creativity and design education. Do to this we decide to solve several tasks: set the level of research of the topic, identify problems that we need to study. To systematize the results of researches of certain problems, to classify approaches to research and interpretation of the mechanics of board games in creative work. On the basis of sociological research find out the attitude of lovers of board games to their mechanics and creativity. And finally make connections between board games and designer work.

Methods. The methods are quite classic: classification, literature analysis, brief historical overview. Design is a fairly humanitarian field of science, and the use of truly scientific methods in its field enhances the quality of the narrative. The article uses the method of anonymous questionnaire among board game fans. The sociological survey was conducted on the basis of Lviv board games clubs (Octopus club shop and Hobby Monster shop) and included 90 respondents. The results were processed using IBM SPSS software, the industry standard for statistical processing.

Results. *The identified topic is now gaining popularity among scholars, as is confirmed by the large body of scientific literature on the subject (more than 30,000 articles have been recorded in Google Scholar; more than 700 papers indexed by Web of Science). After literature overview we have to find out some bright and dark aspects of using gamification in design education, so lets firstly highlight the anxious ones: physical stress and dependence, users often depend on gaming systems; reduction of attention and antisocial behavior; cost and logistics. Access to digital or specific learning tools is not always easy and convenient for everyone.*

But also it`s important to show positive results of conscious using of tabletop games and their principles in education and design process: they contribute to human development: collaboration, information and communication skills, social and cultural skills, enhance creativity and develop critical thinking, influence problem solving, productivity, self-management and self-regulation, planning, flexibility and adaptability, taking risks, managing conflicts and resolving them, as well as unleashing a sense of initiative and entrepreneurship, that is, covering all the areas that the designer needs in professional maturity. Playing as a method of teaching can increase the level of knowledge and enable students to engage in new ways of research. The development of game projects for students promotes the ability to work with tasks with many unknowns (wicked problems). Namely, this type of tasks, as practice shows, is fundamental for future designers. For the purposes of creating a game, it is useful to consider the game not a collection of cards or a set of rules, but rather an experience that comes from their use. The survey showed that people who dedicate time to board games are more satisfied with their lives and more fully realize their creativity. At the same time, it actualized the danger of dependence on the mentioned tools, and not only. It emphasized the need for syncretic thinking, which is the key to a balanced outlook.

Conclusions. *In the next article, the authors plan to reflect three consistent issues in the field of tabletop games design: we will reveal certain regularities of the process of creating the tabletop games in the diploma projects of students of the Department of Design and Fundamentals of Architecture of the Lviv National Polytechnic University. Also we are planning to point out the interesting features of real-world developers experience gained through in-depth interviews with developers themselves. And finally we will summarize the results in the form of specific practical recommendations for the development of board games.*

Keywords: *board games, design-education, games, creative thinking.*

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DGBL [46; 50];

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«...» : BGCG (be good citizen game) [28]

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