POSSIBILITIES OF USING EDULARP IN EDUCATION IN SLOVAK REPUBLIC

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Abstract: *The authors had focused on using the Larp method, which is little used in Slovakia in the present study. Contemporary modern and fast time requires that the process of learning used not only established standard methods such as lectures, reading and exercise, but also unconventional methods that can mobilize students to work independently and to find suitable solutions to problems. The aim of the present study had been to evaluate the potential of use of edu-LARP, its advantages and disadvantages in case of applications in higher education in our country. Higher education usually takes place through a presentation method involving the direct contact of the student and the pedagogue, most often the lectures, seminars and exercises. The aim of using edu larp is to integrate, consolidate and acquire the content of a larger number of lessons that are linked to each other. It is a tool for facilitating students' understanding and expression of context. The advantage of using edu larp in student education is the opportunity to experience model situations that could not be experienced before, with which they gain important knowledge and experience in working life. Nowadays, role plays are known all over the world, and their popularity is still rising, which also applies to the educational context. In the context of emerging Industry 4.0, the use of new technologies in education is highly up-to-date.*

Key words: *Larp, education, role playing, educational methods, motivation*

1. INTRODUCTION

Falk and Davenport [1] define larp in a following way: "A live role-playing game is a dramatic and narrative game form that takes place in a physical environment. It is a story-telling system in which players assume character roles that they portray in person, through action and interaction. The game world is an agreed upon environment located in both space and time, and governed by a set of rules – some of which must be formal and quantifiable." Larp or Live Action Role Playing are role plays that are very little known in the Slovak Republic. If people already know role playing, like leisure time. We will focus on the educational activities of LARP, which is referred to as edu-LARP in our study. Teaching methods represent a very important element in the education process. Using them conveys to students the relevant curriculum content. Contemporary modern and fast time requires that the process of learning used not only established standard methods such as lectures, reading and exercise, but also unconventional methods that can mobilize students to work independently

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and to find suitable solutions to problems. At the same time, however, they are motivation, and they support the development of logical, creative and social thought. Nowadays, role plays are known all over the world, and their popularity is still rising, which also applies to the educational context. In the context of andragogy, role playing can still be considered pioneering. From the point of view of adult learners or teachers, there is considerable mistrust about gaming in general, especially for roller games. For this reason, we are devoted to role-playing education in the present study to point out their issues and potential benefits or challenges.

We meet with role playing quite often when studying didactic methods. We think that importance is not sufficiently emphasized for learners. Role play is often perceived by laymen as "playing" and also the loss of their time, which is why they have a negative attitude. The aim of this study is to highlight the phenomenon of play and role play in education, including the opportunities it offers. We point to a specific method of education that is still not used in higher education. Larp is a common part of teaching in some higher education institutions in Scandinavian countries. In our country, it is unfortunately not used in schools. It focuses on larp as an educational method. The use of new learning methods is closely related to the acquisition of new knowledge and skills that are very important in connection with the arrival of Industries 4.0. The education system at universities is relatively obsolete and does not provide students with the required quality for the labor market and the new demands of employers, and this also applies to soft skills.

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EDUCATIONAL WAY OF UTILIZING METHODS LARP

The learning method of using the LARP method has been discovered in Scandinavian countries. The Danish School of Østerskov Efterskole was the first to classify the LARP method as the main teaching method, and compared with schools that did not use the LARP method, the results were above average. It was on the basis of these surveys that non-participating teachers started to implement the LARP method into teaching. There are a number of reasons why LARP should be used to educate students. The authors Bryhn, Movold and Raaum (2001) define LARP as an adventure through which we can learn and it is an opportunity that helps to understand different situations.

Various subjects can be used to prepare LARP. Thus, LARP helps students acquire the practical use of different subjects and see the relationships between them. Playing on other personalities allows students to learn more about others, themselves and discover within their boundaries and limits. Through this method, students can find themselves in their own identities and thus detract from others. Bryhn, Movold and Raaum [2] consider LARP as the perfect way to teach students to cooperate. They talked about dividing pupils into groups they do not usually have. We give them a role, so they have nothing else to do than to learn to cooperate with other people. However, LARP's most popular method of learning is that it's fun. Students, respectively. players feel safe, which in the first place supports their work while experiencing unrepeatable situations. Andersen in Kundrat [3] suggests that one of the typical features of larp is direct social interaction. Also educational groups like group activity work with the group, its

dynamics and tasks or challenges directly require cooperation with other players. Hylthof [4] said that any pedagogical method that uses action role games as student activities with a clear pedagogical or therapeutic goal is called edu larp.

Each edu-larp has three components: a teacher, students, and their parents. Parents are, however, part of the game, mainly because edu larp may exceed the time frame of the lesson, so students can also fulfill their role in personal education outside the school. By using edu larp, the teacher should assume that most students have never met with this type of activity. For this reason, the teacher is expected to tolerate students because they may not be able to make direct play on role-playing and so they will not enjoy the game, which may affect their emotional side. Therefore, it is important for the teacher to introduce the game to the students in advance and then, based on the players' opinion, to modify the game for their needs. One of the typical features of larp is direct social interaction. Also educational larps as a group activity work with group dynamics and the roles and challenges require direct cooperation with other players. Cooperation is divided into tasks that are resolved individually. The aim is therefore to learn together one's knowledge through one activity and, of course, social learning. Knowledge is related to the social skills that the players acquire basically alongside the knowledge. Larp has great potential for pedagogical use. When setting educational goals in its planning, it can be an effective tool for the development of its participants in many ways. Berger's Theory of Role [5] is one of the most important and key elements of the human exploration and interpretation of society, because it not only determines what we are doing but also who we are. We think that edu larp will not be included as a proper method of teaching for many years, given the constant skeptic view of using this method in education in Slovakia. Therefore, we would recommend using the edu larp in the form of a supplementary method of learning to traditional forms of learning theoretical and professional knowledge as a partial alternative. The edu-larp's contribution to pedagogy is particularly important in developing students' competencies. According to Dovhunová and Černý [6] the greatest emphasis is put on the area of motivation. Edu-larp enforces pupils to ask questions and find answers to them, motivating pupils in a natural way. The common feature of most larps is collective, active and physical role playing in a prepared environment. Bøckman [7] defines larp as a role play in which a player receives a fictitious personality in a story that is shaped by his actions. The Oxford Dictionary [8] defines larp as a type of role play in which a participant physically plays a screenplay, typically using costumes and props.

OBJECTIVE AND METHODS

We had gotten information about the time that college students spent through joint education at school and personal education from publicly available databases. We had evaluated the acquired information verbally, for better clarity and also graphically through tables and charts. As the information obtained is in numerical values, interpretation of the results will be clearer. Based on the information about scheduling time dedicated to education, the aim of the present study has been to evaluate the potential use of edu-LARP, its advantages and disadvantages in case of applications to universities in our country.

Because we had tried to point out the current information, we have obtained important data from online sources. Book resources do not provide the required information. The key sources for obtaining statistical information will be in particular the OECD, the EUROSTUDENT VI project [9], the Ministry of Education, Science, Research and Sport as well as Eurostat [10].

Data collection methods and techniques selected for processing the goal of our study were chosen to maximize different types of information. Among these, the information is used and acquired knowledge of teaching practice and study. From the point of view of the chosen method at work, the analysis supplemented by the synthesis and the comparison method, which allows the obtained results to be broader.

EDUCATION METHODS USED AT SLOVAK UNIVERSITIES

We distribute colleges at public, private and state high schools in Slovakia. The Ministry of Education, Science, Research and Sport (2018) currently registers 20 public schools, 12 private schools and 3 state schools. We had analyzed the number of teachers in the university sector also. According to Eurostat, the number of teachers was 14,447 in 2016.

Higher education studies are usually conducted with a presentation method involving the direct contact of the student and the pedagogue, the most frequent ones being lectures, seminars and exercises. This method is especially characteristic for day-time students. The university system in Slovakia offers to students three levels of study. Each university in the Slovak Republic provides bachelor study, respectively. first level of study. It usually lasts 3 years and ends with the elaboration and defense of the bachelor's thesis and state examinations. The graduates will be awarded the Bachelor's degree after their successful completion. Subsequently, students have the opportunity to continue their studies at the second degree in the Master or Engineer. The study lasts 2 years and ends with the elaboration and defense of the diploma thesis and state examinations. The last third stage of study that anyone with a second degree can complete is a PhD study lasting from 3 to 4 years. It ends with defense of dissertation work and state examinations. In the following table no. 1 we can see a summary of the structure of the university education system in Slovakia.

Age	19	20	21						
Year of study	1	2	3	4	5	1	2	3	4
Degree	Bachelor's degree			Master / Engineering degree		Doctoral degree			

Table 1 The Structure of the Higher Education System - Slovakia
Source: Own processing according to UNICEF (2018)

Based on the respondents' replies, which are presented in the EUROSTUDENT VI Final Report [9] we found that daytime students spend a total of 19.7 hours on average from Monday to Friday on classes. Students spend a total of 15.1 hours per week on a personal study, which is 2.2 hours per day during the semester. On Monday (6.7 hours), Tuesday (6.9 hours), Wednesday (6.8 hours), Thursdays (5.9 hours) and Fridays (3 hours), students spend more hours at school on teaching. On Saturday, students spend a total of 2.7 hours on a personal study, on Sunday 3.0 hours.
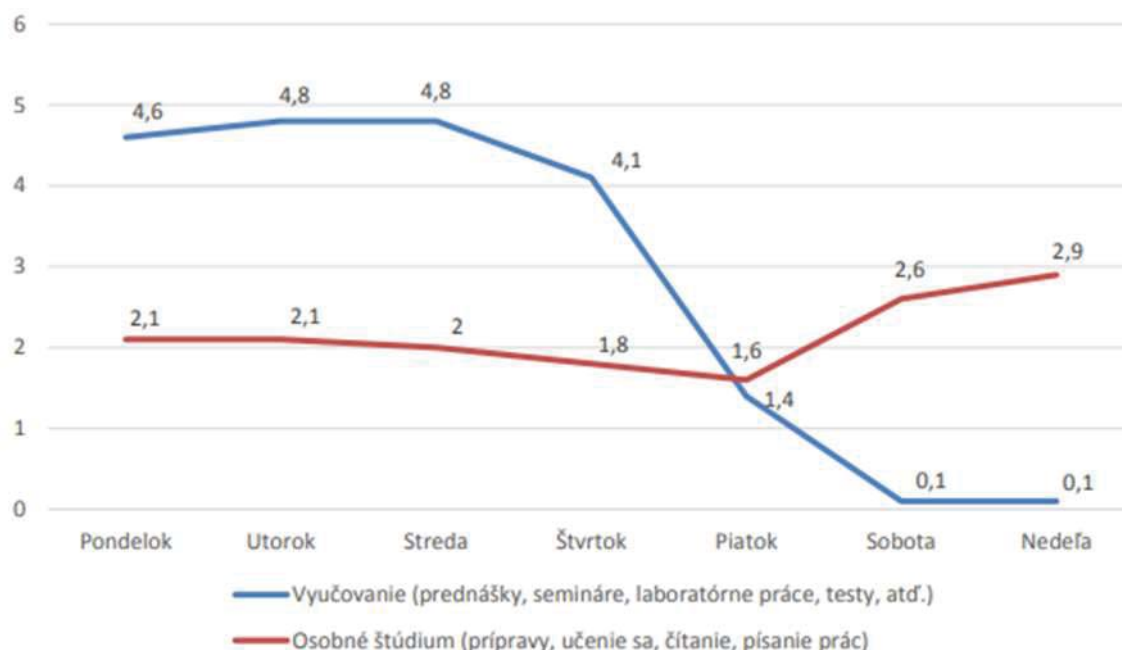
Graph 1 The average number of hours spent by university students at school and personal study during the current week during the semester . Source: EUROSTUDENT VI. (2018)
*red line – personal study   blue line – teaching at school (seminars, lectures, ...)

We can see the time spent learning throughout the week, including weekends, whether in school or out-of-school environment. It is clear from the above chart that students usually spend the most on personal study during the weekend when they are not required to attend school. For personal study, we consider preparation, learning, reading recommended literature or writing works. In addition, we can see in the graph that Slovak university students spend most of their time in lectures (lectures, seminars, laboratory works, tests) in the school from Monday to Thursday because our universities do not allow day-time students to attend school during the weekend.

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In terms of timing, we have studied the number of hours during the current week devoted to participation in school education and personal study in bachelor, master or engineering students. Bachelor study students spent 26 hours per week on a weekly basis, of which 17 hours per week for joint education, respectively. school education and 9 hours per week for a personal study. Students of Master or Engineering study spent 26 hours a week together. Of that, joint education at school is 16 hours per week and personal education is 10 hours a week. In Table 2, we can see a summary of the time spent in the first and second degree studies divided into school and personal study.

Degree of study	School education	Personal study
Bachelor's degree	17 h. / week	9 h. / week
Master / Engineering degree	16 h. / week	10 h. / week

Table 2 Number of hours devoted to study at different levels of study - Slovakia
Source: Own processing according to EUROSTUDENT VI. (2018)

CONCLUSION

Edu-larp can be used in soft but also in hard skills and abilities, so in the area of expertise. However, it may be ineffective given to the new content. The most efficient possibilities of edu-LARP may in particular be in the final inspection of a larger volume of curriculum and existing knowledge. The aim of using such edu-LARP is to integrate, consolidate and acquire content greater number of lessons that are interlinked. It is a means by which students can facilitate understanding and manifestation context. The advantage of using edu larp in student education is the opportunity to experience model situations that they could not have experienced before to gain important knowledge and experience in working life. Among the acquired experiences of role-playing, including education, communication skills are second. The only and most serious disadvantage of edu-larp is the time-consuming difficulty that is sometimes difficult to estimate. Another disadvantage may be the lack of student involvement and their refusal to play the game. Thanks to the fact that edu larp is especially considered to be a game, it is motivation for the students to work. During the game, the atmosphere changes in the classroom, which can greatly enhance student creativity, but also stimulate the desire to achieve the best results.

Larp has great potential for pedagogical use. When setting educational goals in its planning, it can be an effective tool for the development of its participants in many ways. We think that edu larp will not be included as a proper method of teaching for many years, given the constant skeptic view of using this method in education in Slovakia. Therefore, we would recommend using the edu larp in the form of a supplementary method of learning to traditional forms of learning theoretical and professional knowledge as a partial alternative.

Primary is the use of edu- larp in higher education. One of the first steps is a positive approach to role-play education, respectively. adopt other training methods than those currently set up at universities. It is important to use larp as a tool for learning to convert gaming into control settings at school or in a classroom. There may be a problem that the game becomes uninteresting and so unplayable. If the student is forced to play, the game will lose its attraction and interest. Therefore, educators must ensure that the game is actually played in the school environment.

Each higher education institution must create an edu - larp for a particular subject that is accredited. By using this method, students will be given individual tasks, based on their solution, they should understand the curriculum as a whole. Adequate is the assignment of different characteristics to participants, and through communication with each other, based on predefined curricula, find a solution. The most exciting way to apply edu- larp to teaching is to imitate normal life roles. It is difficult to describe the implementation of edu larp to the teaching process because there are many professional specializations and subjects that have different curricula. The larp method can be used as a full-fledged learning method, especially when role playing is applied for a particular purpose. The attitude of the lecturer or pedagogue must be

correct. In this way, it becomes an adventurous learning activity that presents a number of practical experiences and skills that players can use in real life.

The advantage of edu-larp is unknowing education. Participants learn, but they do not even notice it as opposed to sitting on a lecture and listening to a pedagogue. This innovative method of education provides participants with the opportunity to try out, on their own skin different aspects of personal activities, for some it is the opportunity to try themselves how they respond to new, unexpected situations. It is also possible for participants to learn from their mistakes, right in the game, and learn what to change. Possible mistakes in the process that this experience carries and reveals itself is a material for later group reflection and awareness of new knowledge and tips in practice for other students.

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