

Abstract

Author of the thesis is describing the possibilities of using games and flow for self-knowledge. A theoretical analysis defines social game and describes possible goals of the game, that could be aimed by it. The paper shows that the game is an important means also for adults. Author introduces the method of experiential learning that systematically works with the game and presents ways to use it as a therapy. The paper describes dimensions of flow phenomenon, which characterize it. The similarities between flow and play are shown and the possibilities for its use in psychology are indicated. The chapter self-knowledge acquaints reader with this concept and with ways of self-knowledge. The second part of the thesis presents empirical research. Interviews with participants of the experiment are the basis for qualitative analysis and interpretation. The aim of the research is to determine if the experience of the game and flow leads to self-knowledge. The results shows that play brings a lot of interesting impuls to self-awareness. It turned out that the flow didn't have to be the sole condition for self-knowledge, experience from unexpected situations or frustration is also a good source. The fundamental discovery was the determination of importance of membership in the group and the need for a reflection. Participants mostly positively evaluates the awareness related with their current life situation. The conclusion suggests that while playing, it is possible to achieve similar results like in psychotherapy, on the other hand games have evident limits.

Keywords: game, flow, self-knowledge, self-awareness, membership in the group, reflection, psychotherapy