

Использование метода ролевых игр для развития коммуникативной компетенции

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Аннотация. В данной статье рассматривается важность применения интерактивных методов, таких как метод ролевых игр, в обучении иностранному языку для развития коммуникативной компетенции студентов. Внедрение этого метода является актуальной темой исследования, поскольку предполагает моделирование реальных сценариев общения, чтобы помочь учащимся улучшить свои навыки взаимодействия, преодолеть страх перед разговором на иностранном языке и обрести уверенность в себе. Описан опыт применения метода ролевых игр на уроках английского языка. Раскрывается процесс разработки игры. В статье подчеркиваются преимущества использования интерактивных методов, таких как ролевые игры, в обучении языку для улучшения коммуникативных навыков учащихся и понимания культуры.

Ключевые слова. Преподавание иностранного языка, коммуникативные методы обучения, метод ролевых игр, развитие коммуникативной компетенции, разработка плана урока с использованием методов ролевых игр.

The role-play method implementation to communicative competence development

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Abstract. This article discusses the importance of interactive methods applying, such as the role-play method, in foreign language teaching to develop students' communicative competence. This method implementation is actual research topic because of involving of modeling real-life communication scenarios to help students improve their interaction skills, overcome the fear of speaking in a foreign language, and gain confidence. The experience of role-play method at an English lesson plan is described. The process of the game development is revealed. The article highlights the benefits of using interactive methods like role-play in language teaching to enhance students' communication skills and cultural understanding.

Keywords. Foreign language teaching, communicative teaching methods, role-play method, communicative competence development, role-play methods lesson plan development.

Modern requirements imposed by employers on high school graduates interpret new stipulations for students foreign teaching courses. Today, a university graduate must have all necessary skills to effectively conduct job-related activities, including ones in a foreign language. Based on this, modern foreign language teaching process should be aimed at the formation and development of all necessary professionally significant competencies of a student, and investigations of these teaching methods are current research topic.

Among the most significant linguistic competencies following are mentioned: language competence, professional (subject) competence, communicative competence, translating competence, and intercultural competence [1]. To develop the above linguistic

competencies, various pedagogical methods, mainly interactive methods of a foreign language teaching, are applicated. Among Russian and foreign investigators developing a foreign language teaching courses based on interactive methods and technologies, we highlight the following: French course based on “flipped class” [2], ESP courses based on case-study method [3], [4], role-play based ESP course for management students [5], CLIL method implementation[6],[7], and etc.

This paper is considered the using of one of the interactive methods, namely the role-play method, at the process of communicative competence forming and development. According to A.M. Smolkin, the role-play method is realized thought modeling real case of communication, including specific circumstances, conversationalists and their goals, and the prosses of conversation itself [8]. L. Ladus claims that this method implementation is aimed to using students’ knowledge in a real-time conversation and choosing the appropriate conversation patterns. Moreover, it can provide the interaction skill improvement, help students to overcome the fear of speaking on a foreign language, and gradually built confidence of its applying [9]. The use of specially-designed games in a foreign language lessons, as G.A. Grishenkova assumes, fosters the ability to choose the right tactic and way of interaction with other people development [10].

The role-play method was applying by us to an English lesson plan drawing. We suggest that this method is useful to employ it at the process of communicative skills advancement. The goal we set was to come up with a role-play game in English and approbate it.

The game elaboration was divided into 3 phases, they are preparational phases: developing the concept, creating rules, card design

During *the first phase*, we developed a game concept inspired by the «Mafia» board card game. Also, the maximum number of participants was determined (ten players and at least one presenter).

The second phase started with creation of the basic rules and the course of the game. According to the rules, the presenter gives each player a role card, one of the players receives a "spy" card. In round 1, the players get to know each other using the facts about

the nationality they possess. Each of the players names a fact about their nationality, including a spy, you can use the Internet only to search for facts. We voice the facts in English, it is allowed to use a translator. After the first round, there is an elimination vote, everyone expresses their suspicions. The moderator counts the number of votes for each candidate. If the spy has not been guessed, the next round begins, and the player selected by voting leaves the team. After the final round, the spy reveals himself and guesses his nationality. The presenter summarizes the results.

The design of the maps was developed in *the third phase*, it is original, it was created by our team. All cards are text with a designated role (spy or scientist), nationality and three interesting facts that differ from all players so that the spy is harder to figure out. The design is very pleasant and matches the atmosphere of the game. The background is made in the form of old newsprint, and the black silhouette of a spy is clearly visible at the bottom of the map. There is a reminder written on it that you cannot show the cards to other participants.

When the prototype was ready, we agreed with the conversation club DUC(K) of the UrFU Department of Foreign Languages and Translation to allow us to try out the role-playing game with them. For a better immersion of the participants, an outline for the game was written, and for convenience, a presentation was made with detailed rules that players could refer to at any time.

The game was held in the conversation club DUC(K) of the UrFU Department of Foreign Languages and Translation. It was attended by students of various nationalities and ages, as well as with different levels of English proficiency. After getting to know the participants (seven people) and familiarizing ourselves with the rules, we started the game as hosts. The first round was more like an introductory one, because at first it was difficult for the guys to get used to their role, and the spies found it difficult to invent a fact in English, so they were allowed to use an online translator. With each round, the participants became more and more involved in the game, which made it more and more difficult to figure out the spies. As a result, the victory went to the scientists with a score of 2:1. After

summarizing the results, the players shared their impressions of the game, highlighting both the pros and cons, which further helped to refine our role-playing game "Spy".

We were pleased with the results of the game, because the main reviews were that the participants of the game learned a lot of new facts about different peoples and their culture, and also had a great time. Also, the participants appreciated the interactive format. In addition to the advantages, disadvantages were highlighted. Some facts were too difficult to understand in a foreign language. The names of countries were written in the text of some of the cards, which caused the players to get confused and read them aloud, thereby revealing their role and nationality to the spy, which led to an immediate stop of the game. Another comment to our game was the presence of stereotypes, which the players refuted and considered offensive. All of the above shortcomings have been fixed in the new version of the game. We were pleased with the results of the game, because the main reviews were that the participants of the game learned a lot of new facts about different peoples and their culture, and also had a great time. Also, the participants appreciated the interactive format. In addition to the advantages, disadvantages were highlighted. Some facts were too difficult to understand in a foreign language. The names of countries were written in the text of some of the cards, which caused the players to get confused and read them aloud, thereby revealing their role and nationality to the spy, which led to an immediate stop of the game. Another comment to our game was the presence of stereotypes, which the players refuted and considered offensive. All of the above shortcomings have been fixed in the new version of the game.

Thus, role-play is an interactive method that gives you the opportunity to learn from your own experience through a specially organized and regulated "living" of a life and professional situation. Personally, we enjoyed hosting the game. We saw how interested and fun participants were, which couldn't help but make us happy. Despite the shortcomings, we believe that to a greater extent the game was successful, because its main goal was the practice of communicative competence, which the game coped with perfectly.

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