

**ROLE-PLAYING AS A METHOD OF DEVELOPMENT  
COMMUNICATIVE COMPETENCE AMONG STUDENTS OF  
TECHNICAL UNIVERSITIES**

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**Summary.** This article analyses role of communicative competence in preparation of future professionals and ways of forming communicative competence through using role-playing games.

**Key words.** communicative competence, role-playing, games.

The formation of a modern society takes place in the context of global informatization, an orientation toward international standards and the expansion of international relations. Constantly increasing requirements to the quality of education and the training of highly qualified and competitive graduates of higher educational institutions, including in the sphere of foreign languages, stimulate almost all universities of our country to search for new modern means of transfer and mastering of foreign professional competences [2, p. 152].

Specificity of teaching a foreign language in non-linguistic specialties of the university (foreign language for specific purposes) is largely determined by the fact that it is oriented towards the practical goal - the formation of skills of indirect written (reading, writing) and direct oral (speaking, listening) foreign-language communication on professional topics. In practice, due to the limited number of academic hours allocated for this non-core discipline, and also the low level of knowledge and motivation of students, these skills boil down to the ability to conduct a template conversation on the studied everyday topics and extract general information from texts on the specialty.

Meanwhile, the educational goal involves learning a foreign language not as a linguistic system, but as a means of intercultural communication and an instrument for learning the culture of a certain national community. Adherence to the elements of this culture is considered as an indispensable condition for

successful direct and indirect vocational and personal contacts with representatives of the culture of the language being studied.

In the given conditions, the task of developing communication skills of intercultural communication of students on the basis of interactive methods of teaching a foreign language, one of which is role-playing games, is relevant and in demand.

In fact, every lesson of a foreign language is "the practice of intercultural communication, because every foreign word reflects the foreign world and foreign culture: every word is based on the national consciousness (again foreign, if this word is foreign) concept of the world" [2, p. 14]. The development of intercultural communication in the teaching of foreign languages to students can not be carried out without the formation and development of communicative skills and foreign competence.

We know that competence is a set of knowledge, skills, and skills that are formed in the learning process of a foreign language. Language - is a mirror of culture, which reflects not only the surrounding world, but also its mentality, national character, lifestyle, traditions and vision of the world. Language is also the custodian of cultural values - in vocabulary, grammar, folklore, in the forms of written and spoken language. [1]

It is the development of oral speech that is one of the main components of communicative competence. Some graduates, finishing high school, can communicate in a foreign language "at the computer level". To create a communication situation in real life, you need to have certain skills. But the most important difficulty in communication in real life can be the psychological barrier of communication. Sometimes a student knows vocabulary and grammar, but can not say a word, afraid to make a mistake. To overcome this psychological barrier, certain communicative exercises and certain conditions are needed. Role play, in our opinion, can partially help overcome this fear. Learning a foreign language through a role-playing game could also help increase the motivation for language learning among students. And of course role play develops communication skills.

There are different definitions of communicative skills. Let's look at one of them: "Communicative skills is a mastery of mental and practical actions aimed at establishing and maintaining meaningful relationships with people in the process of educational, and then in professional activity in the context of informatization of education and society" [3, p. 15]. Foreign communicative competence is defined as "the ability of the future specialist to act in the mode of the secondary linguistic personality in a variety of specially determined situations, the readiness for intercultural interaction" [4, p. 183].

Priority areas in teaching foreign languages in the university are communicative, interactive, authentic, learning the language in a cultural context that develops intercultural communication. The ultimate goal of teaching foreign languages is free orientation in a foreign language environment and this is greatly facilitated by interactive teaching methods. The basics of the methodology for organizing interactive learning include the following provisions:

- finding problematic topic of the lesson;
- the organization of the learning space, which has to dialogue;
- motivational readiness of students and teachers for joint efforts in the process of cognition;
- creating special situations that encourage students to integrate efforts to solve the task;
- development and adoption of rules for educational cooperation for students and teachers;
- the use of "supportive" communication techniques: benevolent intonations, the ability to ask constructive questions, etc.;
- optimization of the system for assessing the process and the result of joint activities;
- development of general and interpersonal skills of analysis and self-analysis.

One of the most effective methods of interactive learning is role-playing. In recent years, in science, the concept of the game is being reinterpreted in a new

way, the role-playing extends to many spheres of life, is accepted as a general scientific, serious category. So, the role-playing as a means of teaching is considered in the research works of Gillian Porte Ladousse, Jeremy Harmer, Joanna Budden, S.D. Shevchenko, S.A. Shmalov and others.

As a modern pedagogical phenomenon, role-playing game is not an innovative technology, which is both a goal and a means of teaching a foreign language. Role-playing game can be used when teaching a foreign language to students of different age categories. The game makes it possible to approximate the game situation created within the educational process to the real conditions of generating the need for knowledge and their practical application, which ensures the personal cognitive activity of the students.

The central moments of the game are what meets the pressing needs [5], in the case of teaching a foreign language - it is the need to acquire and improve speech knowledge, skills and habits. The role-playing game, according to John V. Oller, makes a person more flexible, because having achieved mastery in linguistic behavior, he can easily apply the acquired skills and abilities in new situations [5], for example, in real conditions. Being a model of interpersonal communication, role play causes a need for communication, stimulates interest in participating in communication in a foreign language, and in this sense it performs a motivational and motivational function

It should be emphasized that role-based communication increases the motivation for learning a foreign language and significantly increases the effectiveness of a foreign language lesson, but it does not exhaust its ability. In role communication there is always a problem, which in some cases can stimulate not role-playing, but discussion communication. The use of discussion communication means that the involvement of students in problem discussion today is considered an indispensable component of the learning process of a foreign language, without which the occupation loses a significant part of its effectiveness. In accordance with this provision, the problem is one of the ways to organize the educational material.

Thus, it can be argued that role-playing plays an important role in teaching a foreign language in a non-linguistic university. At the same time, students' motivation for learning a foreign language is increased, positive emotions are amplified, favorably influencing the development of their communicative skills. At the same time, their use makes it possible to more successfully solve the problems of forming intercultural communication among students.

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Писаренко Л.Н. Ролевые игры как метод развития коммуникативной компетентности среди студентов технических университетов

**Аннотация.** В этой статье анализируется роль коммуникативной компетентности в подготовке будущих специалистов и способов формирования коммуникативной компетенции с помощью ролевых игр.

**Ключевые слова.** Коммуникативная компетентность, ролевая игра, игры.

Писаренко Л.М. Рольові ігри як метод розвитку комунікативної компетентності серед студентів технічних університетів

**Анотація.** У цій статті аналізується роль комунікативної компетентності в підготовці майбутніх фахівців і способів формування комунікативної компетенції за допомогою рольових ігор.

**Ключові слова.** Комунікативна компетентність, рольова гра, ігри.