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## **THE USE OF ROLE-PLAYING GAMES IN THE PROCESS OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE FORMATION**

Today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

One of the most effective methods of interactive learning is role-playing. It is a productive teaching tool that activates students' mental activity, allows them to work in teams, and makes the learning process more efficient. Now games make a vital part of modern English lessons. While role-playing, students are allowed to take part in different real-life social situations and at the same time they are free to be creative. That is why students usually enjoy role-plays.

The central moments of the game are what meets the pressing needs [4, p. 317], 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 Laver, makes a person more flexible, because having achieved mastery in linguistic behaviour, he can easily apply the acquired skills and abilities in new situations [4, p. 317]. Being a model of interpersonal communication, role-play causes a need for communication, stimulates interest in participating in communication in a foreign language.

The possibility to practice communication is a noteworthy advantage of role-plays but is not the only one. Although role-plays are typically aimed at developing speaking skills, it is impossible to claim that other skills are ignored during these activities. Indeed, apart from merely speaking the language, learners have to activate reading skills when, for example, reading the tasks given on a role-card, use listening skills to adequately interpret information told by their partner. Even though it is difficult to imagine practicing writing skills during role-play, it can be suggested that some situations in role-plays, additional tasks, or particular roles require learners to put something on paper. It is up to the teacher's imagination and creativity.

The choice of the game, the form of its implementation, the duration – it all depends on the didactic goal of the lesson, careful preliminary preparation of the teacher, and speech preparation of students. The teacher can easily diversify the types of role-playing games in both primary and high schools, following the communication skills of children. Therefore, they are usually classified into preparatory and creative. The first ones cover grammatical, lexical, phonetic, and spelling games that contribute to the formation of language skills. The purpose of the latter is to promote further development of language skills, abilities, and creativity. With each lesson, the difficulty and duration of the game should change.

Thus, it can be argued that role-playing plays an important role in teaching a foreign language communicative competence. At the same time, students' motivation for learning a foreign language is increased, positive emotions are amplified, favourably 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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