

THE IMPORTANCE OF ROLE-PLAYING GAMES IN THE FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE FORMATION

Today's process of integration and globalization requires the use of new and modern pedagogical technologies in the educational system. Due to the increasing flow of information, the attitude changes, and the interest in a foreign language is increased.

One of the most actual problems of our time is the formation of students' communicative competence based on an integrative approach, which is one of the main components of teaching a foreign language. To achieve these goals, special attention should be paid to the development of the communicative abilities of students learning the language, as only in this way we can achieve the free expression of students' thoughts. Effective results in the formation of communicative competence can be achieved through the use of games in the educational process. When learning foreign languages, the most important role-playing games are those that simulate various aspects of human activity and social interaction [2, p.39].

So, the aim of this paper is to consider effective methods of teaching a foreign language, as well as the meaning and features of using role-playing games, and show their importance in the foreign language communicative competence formation.

Nevertheless, before defining the importance of role-playing games in the foreign language communicative competence formation it is significant to have a more detailed look at role-plays as a pedagogical tool.

According to Roger Gower, "A role-play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context" [5, p.105]. At the same time, J. Harmer comments on what role-plays are as following: "Role-plays simulate the real world, but the students are given particular roles - they are told who they are and often what they think about a certain subject. They have to speak and act from their new character's point of view" [6, p. 125]. We can see that in role-plays teachers can monitor what students think while being in a particular role, but how to express opinions is up to them. Thus, role-plays are somehow open-ended which gives students more chances to express themselves.

So, a role-play can be defined as a speaking activity that involves simulation according to specifications given or chosen roles, takes place either in a real or imaginary situation, requires the cooperation of the participants, and includes partial control from the teacher's side.

The game is also a method of effective learning since it removes the contradictions between the abstract nature of the educational subject and the real nature of the professional activity. Effective formation of students' oral communicative skills through common teaching and learning of foreign languages is reflected in the "Role-playing" method. It is known that today in many higher educational institutions the method of collective teaching and learning of foreign languages is widely used. When conducting a class using this method, the teacher participates as a spectator, and at the end gives comments and advice. However, the teacher must organize and start the lesson taking into account the mental, intellectual and psychological characteristics of each student. It is considered important to create a favorable speech situation to independently introduce students to the conversation, express their thoughts, and participate in the dialogue. So, the student, performing the main functions of the interlocutor, is considered an observer, freely communicating, and independently thinking person.

During the formation of communicative competence, not only the knowledge of a foreign language is developed, but also through small dramatizations of a specific topic, students are prepared for future life situations. Following the context during the communication, they bring clarity to what they did not understand through a question-and-answer conversation. In this situation, from the main components of communicative competence, students turn to linguistic, pragmatic, sociolinguistic, and strategic competencies, and through these skills, they develop the ability to conduct a conversation.

Determining the correct answers during communication is reflected in pragmatic competence through the use of encyclopaedic knowledge. The skills of correct using of words in paragraphs, contexts, and large texts are acquired through sociolinguistic competence. Students improve the skills

of appropriate and correct use of various words. For example: Is he a tall man? In this sentence, the lexical combination of tall is used incorrectly, instead of high it is necessary to use the synonym tall. Is he a tall man? Strategic competence will help students express their thoughts by using synonymous words instead of forgotten or unfamiliar ones, as well as the ability to use another appropriate explanation. For example: Can you go to the cinema? In this sentence, if the student could not recollect the word cinema, then instead of this word, he can use the expression place where you can watch movies? [4, p.47].

J. Harmer suggests the following ways to achieve success through the use of “Role-playing”:

Prepare carefully is an explanation of the topic and situation to students and the confidence that they have understood everything well.

Set a goal and outcome — students must fully understand the final results expected from their activities.

Use of role cards — to perform a certain role, role cards are distributed to students according to their level of knowledge. Students with a higher level of knowledge are assigned more complex roles, and students with a lower level of knowledge are assigned less complex roles.

Brainstorming — before the staging begins, the group's thoughts about possible ways to use new words in grammatical and idiomatic combinations are summarized.

Keep groups small is acceptable for students with different levels of knowledge, and also creates conditions for more communication.

Give students time to prepare — allocate each student a certain time for independent work, as well as for summarizing, writing and expressing thoughts.

Allow students to work at their levels — there is a differentiated approach in individual and group work with students.

Do topical follow-up — creating conditions in the audience for the performance of the role in the dramatization.

Do linguistic follow-up — after the performance is completed, you should comment on correcting grammatical, lexical and phonetic errors in the students' speech [6, p.123].

Based on the above, the stage-by-stage order of the “Role-playing” is planned in the following sequence:

Stage 1. For the preparation of students, the topic is announced in advance and for the 1-st year students, the roles are assigned. Together with the group, they compose the text and perform certain roles. The teacher checks the prepared text, observes and controls the work process [1, p.14].

Stage 2. A topic is chosen for the students, the group is divided into two and it is proposed to prepare and demonstrate the staging in a short time. At the end, the mistakes are sorted out and corrected by the teacher [1, p.14].

Stage 3. Students are offered a more complex topic of staging and are required to demonstrate in an extremely short time. Divided into groups, the students compose the text and distribute the roles, then perform the dramatization in a short time [1, p.15].

Stage 4. Groups observe each other's activities, correct grammatical, lexical, and phonetic errors, and express their feedback [1, p.15].

In the course of the research, we noted that the “Role-playing” method has a tremendous effect on the formation of communication skills for the average school, college, or university student.

Using the “Role-playing” method, students develop the following qualities:

- passive students become more active;
- students' confidence increases;
- motivation for the lesson evokes;
- observation skills develop;
- listening skills increase;
- stimulation of critical thinking;
- teaches the rules of communication and exchange of opinions;
- enriches the vocabulary of students;
- develops the ability to search and process information;
- usage of language skills in practice;
- forms the skills of working in a group [3, p.152].

Consequently, the teacher must constantly improve the learning process, which allows children to effectively and efficiently assimilate the educational material. In general, for the effective organization of the educational process of learning foreign languages, it is advisable to use various techniques and technologies. The use of the “Role-playing” method, in order to form a communicative competence, gradually develops, and improves such important skills as listening and speaking.

And also, through the use of the “Role-play” method, educational goals and the analysis of various life situations, it is possible to educate an intellectually and spiritually developed, clever person.

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ДИДАКТИЧНА ГРА ЯК ЗАСІБ ФОРМУВАННЯ АНГЛОМОВНОЇ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ УЧНІВ 3 КЛАСУ

Формування англомовної лексичної компетентності учнів початкової школи є надзвичайно важливим завданням для вчителів, адже знання лексики, а також граматики є основою для подальшого розвитку іншомовної комунікативної компетентності та оволодіння іноземною мовою у процесі мовленнєвої діяльності (в аудіюванні, говорінні, читанні та письмі), а тому питання вибору засобів для ефективного формування лексичних навичок учнів початкової школи є актуальним у наш час [3, с. 17]. Перспективним шляхом навчання та виховання сучасних школярів є застосування активних форм та методів навчання, серед яких дидактичні ігри займають провідне місце. Саме тому нашим завданням є дослідження ефективності використання таких ігор для формування англомовної лексичної компетентності учнів 3 класу.

Вирішенням проблеми використання дидактичних ігор на уроках англійської мови в початковій школі займалися О. О. Коломінова, С. В. Роман, В. М. Філатов, Н. А. Варчак, Н. В. Камінська, О. О. Паршикова, С. І. Шевченко, Т. М. Шкваріна та ін. Проте, як свідчать проаналізовані нами дослідження вчених і досвід, отриманий під час педагогічної практики у закладах загальної середньої освіти, проблема ефективного використання дидактичних ігор саме для формування англомовної лексичної компетентності учнів 3 класу потребує подальшого дослідження. Перелічені вище аспекти обумовлюють актуальність обраної теми.

Метою статті є обґрунтування доцільності формування англомовної лексичної компетентності із використанням дидактичних ігор. Визначена мета передбачає вирішення таких завдань: 1) визначити поняття лексичної компетентності у сучасній методиці навчання іноземних мов та охарактеризувати складові зазначеної компетентності; 2) охарактеризувати зміст етапів формування іншомовної лексичної компетентності; 3) навести приклади дидактичних ігор, які використовуються на різних етапах формування іншомовних лексичних навичок учнів у 3 класі.

Перш за все варто визначити поняття лексичної компетентності у сучасній методиці. Лексичну компетентність дослідники трактують як здатність особи правильно формулювати свої висловлювання та розуміти мовлення інших, що базується на тісній взаємодії певних знань, навичок, а також на лексичній усвідомленості [1, с. 215].