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**Сосінська К.О.**

*здобувач другого рівня вищої освіти,  
Тернопільський національний педагогічний університет імені Володимира Гнатюка*

**USING ROLE-PLAYING METHOD TO DEVELOP  
SPEAKING SKILLS IN HIGH SCHOOL STUDENTS**

Developing effective speaking skills is essential for high school students learning a foreign language, especially in multicultural educational settings. Role-playing activities provide a dynamic method for enhancing these skills, allowing students to engage in realistic communication scenarios that simulate real-life situations. This method encourages students to overcome language barriers, gain confidence, and develop cultural awareness—key components for meaningful interaction in various social contexts.

The method of role-playing games is a highly effective strategy for cultivating productive speaking skills among high school students. This approach enriches the educational experience by introducing realistic and engaging scenarios that mimic genuine communication. Through this interactive gaming methodology, learners not only enhance their speaking abilities but also surmount language barriers, boost their self-esteem, and cultivate intercultural awareness. The emphasis on meaningful interaction aligns with the view that “communication should be at the heart of language learning, allowing students to both use the language and better internalize its structures” [1, p. 33]. Role-playing, thus, provides a secure environment where students can experiment with language use without fear of failure, encouraging self-expression and building the foundation for real-world communication.

As a form of active learning, role-playing is predicated on the principle that the most impactful learning occurs through practical engagement. In line with social learning theory proposed by Albert Bandura, students gain knowledge and skills by imitating and experimenting within a secure environment where errors do not carry severe repercussions” [2, p. 47]. This is particularly pertinent in the context of speaking instruction, as role-playing allows students to practise the language without the apprehension of making mistakes.

In the contemporary educational landscape, the utilisation of role-playing techniques offers numerous benefits. Primarily, role-playing activities enable learners

to articulate their ideas freely, engage in improvisation, incorporate new vocabulary, and enhance their verbal expression, thereby fostering creativity and spontaneity. Within the framework of multicultural education, this approach aids in comprehending the variances in cultural practices and communication styles across different societies. Furthermore, through rigorous language practice, students refine their speaking abilities, particularly in areas such as pronunciation, speech rhythm, and intonation, while also advancing their overall speaking competence. Role-playing as a teaching method is grounded in the principles of active learning, where students acquire skills by actively engaging in meaningful tasks. According to social learning theory, students benefit from environments that encourage practice and interaction. This aligns with the statement that “role-play is particularly valuable in situations where it is difficult to discuss or to formulate opinions spontaneously without practice” [3, p. 156].

The application of the role-playing technique encompasses several progressive stages, each contributing to the attainment of educational objectives and ensuring that students feel at ease when using the language. The structure of role-play looks the following way:

- Preparation and introduction to the topic. At this stage, it is important to prepare the students for the game: the teacher should explain the topic, set learning objectives and introduce the students to the roles they will have to play.
- Distribution of roles and provision of instructions. The teacher chooses a scenario appropriate to the level of preparation of the students and determines the roles that the students will play during the game.
- Conducting a role-playing game. Students, having assumed certain roles, have to perform their tasks, interacting with others according to the scenario. During the role play, the teacher encourages them to use new vocabulary and idiomatic expressions.
- Analysis and feedback. After the end of the game, the teacher conducts a discussion: analyzes which moments were difficult, which mistakes the students made and how they can be avoided in the future. Students have the opportunity to reflect on their experience, which increases their confidence in future language use.

Role-playing games not only help to develop language skills, but also have a positive effect on the psychological comfort of students. During the game, they can "go beyond" their usual communicative boundaries and overcome the speech barrier. This is especially useful for introverts and those who feel anxious when speaking in public or communicating in a foreign language. In the role of a fictional character, they more easily overcome the fear of mistakes, and also feel more freedom to experiment with language [2, p. 48].

It is known that the playful element of learning a foreign language significantly reduces stress levels, which is especially important for teenagers in high school who feel academically and emotionally stressed. The game format helps create a "safe space" where students can speak without fear of criticism or evaluation. This helps them to focus on the content of the utterance and not on formal errors, which in turn contributes to better adaptation to real speech situations. The interactive, game-like

structure of role-playing also reduces students' anxiety about speaking. "Language learning through games is a unique process that reduces stress and promotes cooperative skills" [1, p. 12]. By engaging in character roles, students can express themselves without the fear of criticism, which lowers language anxiety and encourages a more natural flow of conversation.

Due to the active use of technology, digital role-playing games can be used in online learning, which reproduce real scenarios using video communication or special platforms for language learning. For example, the use of simulation programs that allow interaction with virtual characters or other participants in conditions close to reality. This is useful, especially for high school students who actively use digital devices and can implement role-playing games even remotely [4, p. 103].

Incorporating role-playing into the curriculum has added value as a means of building important social skills such as cooperation, understanding and empathy. The use of authentic materials, digital tools and adaptation of methods to the needs of students create a wide range of opportunities to increase the effectiveness of this method.

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**Степанюк А.В.**

*здобувач першого рівня вищої освіти,  
Волинський національний університет імені Лесі Українки*

### **ВИКОРИСТАННЯ МУЗИКИ НА УРОКАХ НІМЕЦЬКОЇ МОВИ ЯК ЕЛЕМЕНТ КРЕАТИВНОЇ ПЕДАГОГІКИ**

**Метою дослідження** є аналіз ролі музики як інструменту креативної педагогіки у навчанні німецької мови. Музика є багатограним елементом, що сприяє розвитку мовленнєвих та культурних компетенцій учнів, полегшує запам'ятовування лексики та граматики, а також підвищує мотивацію до вивчення мови [3]. Дослідження має на меті виявити ефективні підходи до використання музики на уроках, визначити методи адаптації музичних матеріалів для різних вікових груп, а також описати психологічний вплив музики на процес навчання.

**Актуальність дослідження** зумовлюється сучасним вектором розвитку освітніх технологій і методів, які фокусуються на використанні креативних підходів до навчання, особливо у сфері вивчення іноземних мов. Використання музики на уроках не тільки полегшує засвоєння лексики та граматики, але й