Developing Students' Speaking Skills through Role Play Technique

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Abstract--The main task of contemporary education is the preparation of a competent specialist who is able to effectively solve the set practice-oriented tasks. Building a successful career today is not possible without knowledge of a foreign language. The main goal of learning a foreign language is the formation and improvement of foreign language communicative competence, the development of students' ability to communicate in a foreign language at an intercultural level. Teaching students a foreign language is aimed at the formation and development of a personality capable and willing to participate in communication in a foreign language. One of the most important structural components of communicative competence is speech. The problem of the formation of dialogical skills continues to be relevant in the modern methodology of teaching a foreign language; this is due to the frequency of the use of dialogs in our speech. This article emphasizes the efficiency of role play technique in teaching process and in developing students speaking skills.

Key words--role play technique, teaching technologies, communication, role-playing, communicative games, creative task.

I. INTRODUCTION

The activity of students in the learning process remains one of the main principles of didactics. The activity of student activity is the result of purposeful directed pedagogical effects and the creation of a pedagogical environment. One of the teaching technologies that provide students' activity is a pedagogical business game. Interest in gaming activities is provided through competing elements that meet the needs of students, such as self-expression and realization.

Pedagogical play is defined by a clearly defined purpose of teaching and its associated pedagogical outcome. These results are motivated and will have training activities. Pedagogical games are defined by the way they play: by subjects; the plot; business, imitation, dramatized games. All pedagogical games used in the system of higher, secondary special and professional education are essentially business games. Because they are usually developed within a particular discipline: there are roles and plots, and different situations are imitated. That is, the business games used in the system of higher and secondary vocational education cover all the components of the pedagogical games [4].

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Pedagogical games in the system of higher, secondary special and vocational education are aimed at mastering and reinforcing new teaching material, solving complex problems that develop students' creative abilities and forming common skills, allowing students to understand and learn from different situations. Different forms of business games are used in the learning process: imitation, action, role-playing, theater and drama.

Business Game combines the form of restoring the subject and social context of the future professional activity of the specialist, modeling such a system of relationships that determines the integrity of the activity.

With the help of certain tools (language, speech, graphs, tables, documents), a professional game is created to resemble a real situation in a business game. At the same time, in the business game, only common situations will be restored in a short time.

The business game creates a predictable aspect of future professional activity (conditional practice), a social aspect of students interacting with representatives of other roles. Thus, in a business game, collective learning is carried out in a holistic form of a holistic form of activity - production, professional activity conditions.

In a business game, a student performs a similar professional activity that combines learning and professional elements. The acquisition of knowledge and skills takes place in the context of professional work, not abstract. In contextual learning, knowledge provides the student's movement in the real game, not in vain for the future. At the same time, the learner will acquire professional skills as well as special skills - communication and management with people, team decision-making skills, leadership and obedience. In other words, business game nurtures personal qualities and accelerates the process of socialization. But as this "serious" professional activity is carried out in the form of play, the learner is mentally and emotionally liberated, displaying his creative initiative.

During the game the following will be mastered:

- standards of professional behavior;
- norms of social behavior - relationships in the production community.

At the same time, each participant in the game is active, interacts with his / her partners, compares his / her views with those of his / her teammates, and, as a result, learns about their relationships with the team.

The role-playing game got its name due to the fact that each of its participants has to play the role of a certain character. Therefore, participation in a role-playing game is akin to acting. Students, although in an elementary form, get acquainted with the technology of the theater.

Role-playing games have a number of features that distinguish them from all other types of intellectual and communicative games.

This is an interesting creativity. Each team member is the creator of his character, which can influence the development of the game as a whole and the actions of other characters. There is an increase in personal involvement in everything that happens. The student enters the situation, although not through his own "I", but through the "I" of the corresponding role and shows great interest in the character he is playing. Moreover, any

invention, a successfully found gesture, a mute action, if it corresponds to the situation, is encouraged by the whole group [2].

Role play can be used in almost any topic, using the lexical and grammatical material of the curriculum. In addition, role-playing contributes to the expansion of the associative base in the assimilation of language material, since the educational situation is built on the type of theatrical plays, which involves a description of the situation, the nature of the characters and the relationship between them. Each replica is thought of as a segment of simulated reality.

Being a model of interpersonal communication, role-playing game causes the need for communication in a foreign language, providing personal, cognitive activity of students. Role play can be regarded as the most accurate model of communication in a foreign language, since it is an imitation of reality in its most essential features, and in it, as in life, the speech and non-speech behavior of partners is intertwined.

Role-playing games are based on the principles of teamwork, competition, maximum employment of each student. The interconnection of participants is obvious in solving common problems. In the process of role-playing, develops logical thinking, the ability to search for answers to questions, speech etiquette, the ability to communicate with each other.

Since the impersonal learning process in the game takes on a personal meaning, it is much easier to overcome the language barrier. As a result, students with weaker linguistic preparation manage to overcome shyness, embarrassment, and eventually become fully involved in the role-playing game.

The pleasure received from the game creates a favorable moral and psychological atmosphere in the lesson. Students seek to study the subject more diligently and enthusiastically. And this in turn has a positive effect on learning outcomes.

A role-playing game cannot take place without a facilitator, whose role is usually assigned to the teacher. The role of the leader seems to be inconspicuous, not standing out in any way. In fact, the teacher controls the entire course of the role-playing game as a director, but he does it pedagogically competently.

Of course, a lot of preliminary preparation is required from the side of the teacher, since conducting role-playing is a serious creative task. The teacher should not only have a good idea of the surrounding world of heroes, but also be able to play for all characters. This means that he must be imbued with the motivations of the characters, clearly imagine their images. The teacher should always be ready to help, suggest, advise, correct. Undoubtedly, the teacher's personality traits play an important role, especially such as a broad outlook, diligence, respect for children, a proper level of knowledge of a foreign language, artistry, and others.

In my teaching practice, I use the following role-playing scheme:

- setting goals or objectives of the game;
- definition of game situations;
- scenario development;

- preparation of the necessary props, role cards;

- briefing of participants;

- holding a game;

- analysis and development of recommendations for the future.

We especially introduce children to role-playing games and role-playing projects in the practice of our work more than once. At the same time, every time we improve them, make them more colorful and original.

To successfully cope with the problem of the project, students had to purposefully solve a number of problems.

Participants of the role-playing project were divided into five groups. In order to solve specific problems, each group began to work on its own mini-project.

Students had to study the new lexical material and the content of the story underlying the project, as well as be able to describe episodes and events, characterize individuals, express their opinions, highlight the main idea, analyze information and draw conclusions, interact with communication partners.

Purposeful speech practice of students allowed to organize language communicative games. Of the language games, we used lexical and grammatical ones, and of communicative games, games such as interviews, guessing games, joint speech activity and communicative interaction, as well as role-playing games with elements of business.

Role-playing games were conducted in such a way that the point in the storyline was not set, since it was planned to do this at the presentation. At the same time, it was necessary to prepare students to protect the project as much as possible.

We presented the project in the form of a role-playing game with elements of a business one. The presenters were S. Holmes (student) and journalist (teacher). It was at the presentation that we solved the problem of the project: we found the "killer" of Mr. Crabtree, determined the motives and method of committing the crime. And although C. Holmes and the criminal services played a significant role in this, they could not do without the help of other participants in the project.

It is noteworthy that students have never gathered for a joint rehearsal. Firstly, if we had at least one rehearsal with the participation of all groups, it would have turned out that we had already solved the problem of the project at the rehearsal and the role-playing project would have lost its significance. Secondly, this was not an obvious need. If, say, a group of students representing the Windsor criminal service did a good job on their mini-project, then its participants will be able to answer all the questions of S. Holmes related to the crime, as well as at his request to demonstrate evidence, explain their origin and significance in solving a crime. Thirdly, the effect of novelty and improvisation is preserved, which is important.

The very fact of the appearance on the stage of S. Holmes is a surprise for the children, and his elegant costume, extravagant demeanor and perfectly set English pronunciation make a great impression on students. S.

Holmes communicates with all project participants, facilitates communication between groups. Students feel happy that they are able to engage in dialogue with such a great character, because he is talking with them on issues in which they are competent.

For the role of S. Holmes, I invite a high school student who has a fairly high level of English, has the artistry and other data necessary to fulfill this role.

Once I could not find such a student, but there was a student who, in all her qualities, was suitable for the leading role. Then we had to make a very small change to the scenario of the presentation of the role-playing project, give the leading character a different name - Miss Marple and change the name of the project itself.

As before, the defense of the project was a great success. And once again we were convinced that creativity, imagination and perseverance are necessary qualities for project participants. The role of the second leader is not as bright as Sh. Holmes, however, it is important. A journalist, like a switchman, tracks the entire course of an event. If necessary, it helps any participant to get out of a predicament and perform as best as possible.

II. CONCLUSION

A well-developed scenario for the presentation of a role-playing project helps to successfully cope with the leading roles and to avoid unjustified rehearsals. Thanks to him, the presenters know how to avoid chaos and confusion, how and at what point to organize a dialogue between groups or a general discussion, how to direct the red thread of the event in the right direction.

Of course, a role-playing project, as a rule, is a mass event in terms of the number of students. This is a rather time-consuming process for both the teacher and students. But, as they say, "the game is worth the candle". Students and I receive a powerful charge of energy, we feel a significant increase in our emotional tone in communicating in a foreign language, as well as a desire to learn, create, create.

We learned the features and ways of developing students' speaking skills, the types and functions of role-playing games, the effectiveness of its use for teaching dialogic speech. A set of research methods was used to solve the problems posed: a theoretical analysis of pedagogical, psychological, and linguistic literature on this problem; observation; generalization of pedagogical and personal experience. The practical significance of the study is determined by the fact that the assembled and analyzed set of exercises for the development of dialogical speech skills using role play can be used by teachers for more successful assimilation and consolidation of material, as well as practical use in colloquial speech.

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