

The use of concrete and interactive activities, e. g., role playing after students have some prior knowledge of abstract concepts, may be even more effective in helping students understand science concepts.

Role playing games also help the teacher to create contexts in which the language is useful and meaningful. Well-chosen games are invaluable as they allow students to practise language skills.

The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Thus the meaning of the language the students listen to, read, speak and write is more vividly experienced and, therefore, better remembered.

Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Role playing activities may be divided into four stages:

1. Preparation and explanation of the activity by the teacher.
2. The classroom preparation of the activity.
3. The enacting of the activity (the role playing) by the class.
4. The discussion of the enactment known as *debriefing*.

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ROLE PLAY IN TEACHING ENGLISH TO SOCIAL WORK STUDENTS

Learning a language is a hard work. Role play in foreign language teaching can hardly be overestimated. Its "pretend to be" nature does not decrease its importance in developing students' skills: both English speaking and professional. Students practice the foreign language they learn in modelled communicative situations with modelled relationships between communication participants and modelled

communication purposes. Special emphasis has been made on efficiency of role play in improving language and professional skills through removing psychological and culture barriers. It is difficult to find a new game for specific language practice just when you need it. It is wise to collect and file games for use whenever you happen to come across them. It has also become urgent to establish a bank of games for specific applications. It helps students majoring in some other field but language overcome their psychological barrier, avoid stress and learn to use a foreign tongue as a means of communication for professional purposes. Not only language skills but also character features should be taken into consideration when distributing the parts of a role play.

Social studies and education in Ukraine are called to improve our social standards. Many of important social work areas have been overlooked or simply ignored in Ukraine's history for various reasons including political and economic. There is an urgent need to borrow social protection practices from other countries that enjoy considerable achievements. Knowing a foreign language, English in particular, is a must if we need to borrow an experience in achieving higher social standards. The areas which can offer numerous situational contexts for role play are: social services, social benefits, community care, single-parent family support, care and protection of children, protection and care of aged citizens, adoption, care and protection of the disabled, youth services and others.

The present-day system of social work in Britain has existed since 1970. The origins of social work can be traced back to the numerous charity organizations in the 19th century. Ukraine, on the contrary, has an urgent need to improve social protection and care of its citizens. It is important for Ukrainian social workers to borrow some professional practices from their British colleagues. It could be a good topic for a role play, such as "British-Ukrainian workshop in social work" with the scene set in any of the British cities or towns. Recommended features are the following: level: intermediate+; time: 40 minutes+; objectives: 1) developing professional skills by "sharing experience" (decision making); 2) putting down the ideas you find applicable in Ukrainian social contexts; 3) writing a formal well-

grounded report to your local authorities in Ukraine about the British practices indicating the ways of your application; materials: name and job cards (to be placed on the table); cards with issues each member is particularly interested in and questions to be asked; notes (plan) of the information each participant presents. Preparation: break the group into the two delegations, assign the roles to play: Mr. A1-head of the Ukrainian delegation, Mr. A2- head of the British counterparts; Mrs. B1- Ukrainian SW responsible for elderly and infirm people protection, Mrs. B2-British counterpart in the same area; Mrs. C1- Ukrainian SW responsible for abandoned and neglected children protection and protection against child abuse, Mr. C2- British counterpart in the same area; Mr. D1- Ukrainian SW responsible for assistance to people with disabilities of various kinds (treatment, adaptation, involvement in physical activities), Mrs. D2 - British counterpart in the area (+ sport activities and paraolympic team support); Mrs. E1- Ukrainian SW responsible for low-income and single-family support, Mrs. E2- British counterpart in the same area (+ probation and after-care service); Mr. F1- Ukrainian social work specialist responsible for SW education in Ukraine, Mr. F2- British counterpart responsible for SW education (professional training at intermediate and advanced levels). Mr. A1- summarizes the valuable information they learnt in the process of discussion, open areas for its application and thanks the British colleagues for the experience they have shared. Each of the Ukrainian participants gives the teacher his card with a plan of his application report to the local authorities. Mr. A2- presides over the workshop meeting, announces the agenda, gives the floor, directs the discussion, and summarizes. Each participant is given 2 minutes to have his/ her say.

Sources: google search: Social Work in Britain; Social Work in Ukraine;
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РОЛЬОВІ ІГРИ ЯК ЗАСІБ НАВЧАННЯ ДІАЛОГІЧНОМУ МОВЛЕННЮ У ВНЗ

Рольова гра сприяє підвищенню в студентів мотивації вивчення іноземної мови, дозволяє враховувати психологічні особливості учнів, їх інтереси й нахили, сферу їхньої діяльності, моделюючи ситуації реального спілкування.

Навчально-мовленнева ситуація (НМС) є засобом організації рольової гри. Вона включає чотири компонента:

- 1) обставини дійсності, в яких відбувається комунікація;
- 2) стосунки між комунікантами;
- 3) мовленнєві наміри;
- 4) реалізацію самого акта спілкування, який створює нові стимули до мовлення.

НМС здебільшого подається за допомогою вербального опису, який може бути усним або письмовим (на картках). Картки дають змогу подати інформацію по секрету від партнера або класу, що сприяє невідготовленому діалогічному спілкуванню в класі. Отже, НМС спонукає учнів до спілкування, керує їхньою мовленнєвою поведінкою.

Слід відзначити, що рольова гра має декілька функцій, такі як: навчальна, мотиваційно-збуджувальна, орієнтуюча, компенсаторна, виховна. Рольова гра виконує навчальну функцію, оскільки вона вступає як особлива вправа, метою якої є оволодіння навичками і вмінням діалогічного мовлення в умовах міжособистісного спілкування. Рольова гра реалізує мотиваційно-збуджувальну функцію, тому що вона приводить у дію механізми мотивації. Орієнтуюча функція рольової гри виявляється в тому, що вона орієнтує студентів на планування