

Mykhailenko A.V.

Lecturer at the Department of English Language Technical Direction № 1

National Technical University of Ukraine

“Igor Sikorsky Kyiv Polytechnic Institute”

Kyiv, Ukraine

ROLE PLAYING IN THE PROCESS OF TEACHING FOREIGN LANGUAGE

To be or not to be?... To use or not to use? These are common questions among modern teachers. How to make the process of teaching foreign language easier and more interesting? This statement has always been in the top of today's discussions.

With modern rapid life students don't pay a sufficient attention to their study. They are not involved in the process of studying with an interest. However, learning to speak foreign language involves developing a number of complex skills and different types of knowledge about how and when to communicate. Role playing has always been among them.

A common role playing involves the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role [1].

The Oxford English Dictionary suggests 4 senses of this term:

- the playing of roles generally such as in a theatre, or educational setting;
- taking a role of an existing character or person and acting it out with a partner taking someone else's role, often involving different genres of practice;
- a wide range of games including role-playing video game (RPG), play-by-mail games and more;
- Specifically role-playing games [2, p. 85-86].

As for role-playing game, it's peculiarity includes the assumption of participants roles of characters and creation of stories. Participants take part in the actions of their characters according to a formal system of rules and guidelines. They can either fail or win. Free improvisations are welcomed. Their choices shape the direction and outcome of the games.

Online role-playing is very popular with young society. We can't imagine our life without different forums, private message boards, mailing lists, chat rooms, and instant-messaging chat clients. All these aspects of life involve interacting between people. This is role playing in some ways. Role plays are based on books, movies, or games. This involves interacting with those around them through different types of cries, different sounds, various lip movements and facial expressions such as smiles and frowns [1].

Role-playing may also refer to role training where people play situations to be ready for a future performance and to improve their abilities within a role. The most common examples are occupational training role-plays, educational role-play exercises, and certain military war-games.

In teaching students we consider the role of spoken language in the classroom. The best way to do this is to develop role playing. Spoken language is central to the management of the classroom and we should be aware of the level and types of spoken language we use, as teachers, to manage the classroom. We need to spend time in making interesting tasks such as role plays focusing on the language of classroom management and the interpersonal uses of language within the classroom environment. Understandable spoken instructions must be used to ask students to participate in class activities. It is advisable to familiarize students with the types of texts involved in the action. Moreover, role playing can help students to understand the following points of the given material better.

Let's consider one of the samples of role playing developed specially for teaching students.

To sum up, the technique of teaching language by the method of Role-Playing is a technology for intensifying and accelerating learning.

REFERENCES

1. «Definition of Role Playing from the Oxford English Dictionary». Askoxford.com. Retrieved 2012-06-18.
2. Rilstone, Andrew. «Role-Playing Games: An Overview» 1994.