

THE USE OF MODERN EDUCATIONAL TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

N.Yu. Buryak, *Candidate of Cultural Studies, Associate Professor*
Academy of Marketing and Social Information Technologies – IMSIT
(Russia, Krasnodar)

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Abstract. *This article deals with modern educational technologies in teaching English – role-playing technologies. Role-playing as a means of developing dialogic speech of students at middle and senior stages of learning English is the subject of this article. The problem of using role-playing in the methodology of teaching foreign languages is not new, but still relevant today.*

Keywords: *role-play, foreign language, game technology, speech culture, teaching methodology, communication, dialogic speech, exercise.*

The main purpose of a foreign language as a subject for learners is to acquire the ability to communicate in the language they are learning. This skill implies the development of communicative competence, i.e. the ability to participate in both mediated and direct communication. Teaching should be oriented towards achieving such a level of foreign language proficiency that allows students to use it in direct oral communication with native speakers in elementary standard situations of everyday life. It is not possible to achieve mutual understanding without the ability to communicate in a foreign language, to conduct a dialogue with an interlocutor.

Despite the rather in-depth level of coverage of the issue of the formation and development of dialogic speech skills in the methodological and scientific literature, there is no consensus on some issues. For example, there is no unified approach in methodology to determining the place and role of dialogue in teaching a foreign language. There is no consensus in the methodology of teaching foreign languages as to which way of teaching dialogue (deductive or inductive) is preferable [4]. Methodologists also often disagree on which exercises should form the basis for teaching dialogical speech.

In the process of teaching a foreign language the question of increasing the quality level and efficiency of learning remains relevant, and the task of finding means to maintain interest in the studied material and activation of their activities throughout the lesson. Didactic games are an effective means for

solving this problem. Among the didactic games at a senior stage of training, a role-playing game occupies a special place. The problem of using role-playing games in the methodology of teaching foreign languages is not new, but still relevant today. Despite the large number of publications on the theory of role-playing communication, many issues of this complex problem have not yet received proper justification and unambiguous solution. There is no consensus on the term 'role-playing'. There is also no unity in the classification of roles, their place and purpose in the learning process are defined differently, the methods of preparing and conducting games taking into account the age and language skills of students are insufficiently developed [3].

K. Livingstone, A.V. Konysheva, N.I. Gez, A.A. Leontiev, M.A. Kovalchuk, M.L. Weisburd, G.A. Kitaygorodskaya and others have studied role-playing games and their use in teaching.

The use of play techniques in learning activities is reflected in the works of E.I. Passov, A.V. Konysheva. The use of play techniques in learning activities is reflected in the works of E.I. Passov, A. Konosheva, L.D. Stolyarenko, M.A. Kovalchuk, D.B. Elkonin, N.D. Galskova, etc.

In the methodological literature, there is a discrepancy in the definition of types of role-play. Thus, G.V. Avilov proposes to subdivide role-playing into two main categories: operational (or business) and role-playing proper [8]. The classification of role-playing

games proposed by A.V. Konysheva is taken as a basis in this methodological development.

A.V. Konysheva distinguishes the following types of role-play: controlled, moderately controlled, free, prolonged. The simplest type according to this classification is controlled role-play, which is based on dialogue or text. More complex is moderately controlled role-play in which participants are given a general description of the plot and a description of their roles. Only the person who performs it knows the specifics of the role-playing behavior. The rest of the pupils shall have to guess which line of conduct their partner is following and decide on their reaction accordingly. Free form and long-form role-playing are the most difficult types of role-playing. In free-role-play, for example, the pupils decide on their own what vocabulary to use and how the action will be unfold. The teacher only names the topic of the role-play, then asks the students to compose different situations involving different aspects of the topic [6].

The great potential of using role play in a foreign language teaching lesson is explained by the fact that role play as a type of learning activity has a number of characteristics. Summarizing the research experience of A.V. Konysheva, G.M. Avilov, K. Livingstone, and M.A. Kovalchuk we can conclude that the main characteristic features of all role-playing games are:

- The presence of the problem underlying the game;
- The presence of certain characters/roles having different attitude to the problem discussed;
- The presence of the problem situation, which contains the conditions of cognitive conflict; subjective activity of participants (the possibility to show individual qualities and fix their "self" not only in the game situation, but also in the whole system of interpersonal relations (person - person, person - group, person - teacher);
- Special conditions.

Role-playing involves three phases: preparation, running the game, control [7].

The preparatory stage includes:

- choosing the theme and formulating the problem;

- clarifying the goal of the game and the planned end result;
- clarifying the parameters of the situation;
- preparing the attributes of the game;
- announcing the theme of the upcoming game, its plot;
- setting the communicative task, describing and distributing the role cast;
- working on the language material necessary for the game.

According to M.A. Kovalchuk a role-playing game based on a model of some real activity is recommended for foreign language teaching at the upper stage [5]. It is advisable to use situations simulating all kinds of conferences, press conferences, international symposia, forums, etc. at foreign language lessons. The role-play material can be reading texts given to participants the day before to prepare for the game. Usually these texts contain a description of the problem situation to be solved. A short video film or video fragment depicting a problematic situation should also be used as "game material" in the older phase. In this case, participants are invited to play a possible further development of the situation, again aimed at solving the problem.

A role card is developed for each of the participants in the game or for a group of participants, the content of which includes: a designation of the role of the student in the game; a substantive characteristic of the role behavior; touches on the social and psychological portrait; touches on the intrigue; indications of some special relationship between the participants; indications of the personal interest of the participant; the goal the participant wants to achieve, which determines the motivation of his verbal and non-verbal behavior.

The teacher thinks through the distribution of the roles between the participants and prepares the attributes of the game. Selection of visual aids, film fragments, samples of letters of foreign pupils, etc.

The preparation phase of the role-play ends with the announcement to the group of the upcoming game.

Work on the language material also plays an important role in preparing for the role-play. The teacher should conduct a number of language exercises and communicative games

that are necessary for the subsequent role-playing. For example: guessing the name of the scholar/artist/artist conceived by the class using questions; continuing the dialogue using double-sided cards (one side a question, the other one or two possible answers); restoring the dialogue from cut dialogical units (play in pairs or small groups) [1].

Preparation for the students may consist of searching for additional data on the topic or studying handouts and repeating speech formulas and vocabulary on the topic.

The play phase involves the process of playing the game. In this phase the pupils act out the situation presented to them by playing certain roles. According to the number of students, the whole group can play one game or split into two subgroups of 3-4 people. Three things can be taken into account if the roles are played successfully:

- Situation-specific choice of language constructions, taking into account the socio-cultural specifics of communication (speech formulas for greetings, addresses, titles, thank-you, etc.)

- mastering of intonation models expressing emotions (anger, joy, sadness, etc.)

- Understanding of the purpose of the game and the content to be expressed in it.

The control and analysis phase can take place immediately after the game is over or in the following lessons, depending on the difficulty of the game. The teacher and the pupils will summarize the game, that is, the pupils will exchange views on what they think went well and what needs more work [2]. Psychologically, a more appropriate activity immediately following the game is an exchange of views on the success of the game, the difficulties and the best moments.

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ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Н.Ю. Буряк, канд. культурологии, доцент

Академия маркетинга и социально-информационных технологий – ИМСИТ
(Россия, г. Краснодар)

Аннотация. В данной статье рассматриваются современные образовательные технологии в преподавании английского языка – игровые технологии (ролевая игра). Ролевая игра как средство развития диалогической речи обучающихся на среднем и старшем этапах обучения английскому языку является предметом исследования данной статьи. Проблема использования ролевых игр в методике обучения иностранным языкам не нова, однако остаётся актуальной и по сей день.

Ключевые слова: ролевая игра, иностранный язык, игровые технологии, культура речи, методика обучения, коммуникация, диалогическая речь, упражнение.