

## IMPLEMENTATION OF ROLE PLAY SITUATIONS IN THE PROCESS OF FUTURE TEACHERS-PHILOLOGISTS' TRAINING AND THEIR PSYCHOLOGICAL IMPACT ON STUDENTS' COGNITIVE ACTIVITIES

### ВИКОРИСТАННЯ РОЛЬОВИХ СИТУАЦІЙ У ПРОЦЕСІ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ-ФІЛОЛОГІВ ТА ЇХ ПСИХОЛОГІЧНИЙ ВПЛИВ НА ПІЗНАВАЛЬНУ ДІЯЛЬНІСТЬ СТУДЕНТІВ

*The article pays attention to the use of role situations in the process of future teachers-philologists' training and their psychological impact on the students' cognitive activities. The article theoretically substantiates the role situation as a structural unit of philological knowledge, demonstrates the developmental possibilities of the role situation in the assimilation of foreign language material by students and diagnoses the levels of linguistic and communicative competence during the experimental training program. The article also considers various forms and methods that help to overcome the psychological barrier during communication and promote the development of their creativity, imagination and cognitive activity. It is proved that such forms as role-playing classes, discussion-classes, discussions-competitions and dialogue-classes are able not only to mobilize creative and intellectual abilities of students, to develop their imagination, independence, initiative, to enrich their inner world, but also to activate their inner resources for perception and comprehension of new material, analysis of the urgent problem, the ability to defend their own point of view and approve the opinions and views of other colleagues about a situation, confidently participate in a collective discussion that contains many contradictions, i.e. to reach a new level communication and processing of new material. Also, modeling and using role situations in foreign language classes improves the quality of the educational process, helps to attract students to get acquainted with cultural traditions, customs and values of other peoples and countries, create a friendly atmosphere in foreign language classes and increases their language and speech potential, especially during communication with representatives of the countries whose language is being studied.*

**Key words:** role situation, role-playing class, discussion-class, discussion-competition, dialogue-class, cognitive activities, psychological impact.

*У статті приділяється увага використанню рольових ситуацій у процесі підготовки*

*майбутніх учителів-філологів та їх психологічному впливу на пізнавальну діяльність студентів. У статті теоретично обґрунтовується рольова ситуація як структурна одиниця філологічного знання, демонструються розвиваючі можливості рольової ситуації під час засвоєння студентами іноземного матеріалу та проводиться діагностування рівнів сформованості лінгвістичної та комунікативної компетенції під час реалізації програми експериментального навчання. Також у статті розглядаються різноманітні форми і методи, що сприяють подоланню психологічного бар'єру під час спілкування та сприяють розвитку їх творчості, фантазії та пізнавальної діяльності. Доведено, що саме такі форми, як рольові заняття, заняття-дискусії, дискусії-змагання та заняття-діалоги, здатні не тільки мобілізувати творчі та інтелектуальні здібності студентів, розвивати їх фантазію, самостійність, ініціативу, збагачувати їх внутрішній світ, але й активізувати їх внутрішні ресурси щодо сприйняття та осмислення нового матеріалу, аналізу поставленої загальної проблеми, вмінню відстоювати власну точку зору та схвалювати думки та погляди інших колег щодо тієї чи іншої ситуації, впевнено брати участь у колективному обговоренні, що містить багато протиріч, тобто виходити на новий якісний рівень спілкування та оброблення нового матеріалу. Також моделювання та використання рольових ситуацій на заняттях з іноземної мови підвищує якість навчального процесу, сприяє залученню студентів до ознайомлення з культурними традиціями, звичаями та цінностями інших народів та країн, створенню доброзичливої атмосфери на заняттях з іноземної мови і підвищує їх мовний і мовленнєвий потенціал, особливо під час спілкування з представниками країн, мова яких вивчається.*

**Ключові слова:** рольові ситуація, рольове заняття, заняття-дискусія, дискусія-змагання, заняття-діалог, пізнавальна діяльність, психологічний вплив.

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**Yablonska T.M.**

Doctor of pedagogical sciences,  
Professor at the Department of West and  
Oriental Languages and Methods  
of Their Teaching  
State Institution «South Ukrainian National  
Pedagogical University named  
after K.D. Ushinsky»

An issue of future teacher philologists' foreign quality training in the process of updating forms and means of educational process is of great importance. Development of students' linguistic and communicative competence has been under thorough study of contemporary scientists. Therefore, the ways and means of such speech activities development as reading, speaking, writing and listening should be reviewed again. Enhanced educational process, motivation of cognitive activity promotes the implementation of role playing technologies in the educational process along with traditional ones. Nowadays,

the reason of such increased interest to different role playing is primarily a deviation from traditional teaching forms and methods. It should also be noted that the reduction of cognitive interest to foreign language learning emerges even on a par with high motivation. Playing activity, being one of the methods that motivate learning and cognitive activities, also allows to use all levels of knowledge assimilation and has a psychological impact on students' cognitive activities.

Consequently, the interest towards usage of playing technologies in the process of foreign language teaching is not accidental. Despite

the fact that role-playing technology has been studied by a lot of scientists, still it is not successfully implemented in practice.

So, we will study the problem of role situation modeling in educational practice with its further analyses.

The aim of the article – is to prove efficient use of role situations in the process of foreign language teaching.

The tasks of the research:

1) to verify role situation as a structural unit of philological knowledge;

2) to show opportunities of further development of role situation in the process of foreign language acquisition;

3) to diagnose future teacher philologists' linguistic and communicative competences development during the experimental training programme implementation.

The research methods. Theoretical – analysis and synthesis, generalization and interpretation of pedagogical, psychological, philosophical, cultural and methodical literature.

Empirical – interviewing methods (questionnaires, interviews), self-assessment method, pedagogical experiment.

Statistical – a qualitative analysis of the results and methods in mathematical statistics for the results of pedagogical experiment processing.

To conduct the research students of Experimental and Control Groups took part in experimental training.

Theoretical Research Results. A number of approaches to the solution of the problem of teachers' training educational process organization in different types of the educational institutions was analyzed by means of scientific literature. Possibilities of the simulation method were studied by O. Tarnopolsky [5], M. Klarin [3], L. Pavlova [4], V. Chernysh [6], C. Livingston [9], W. Littlewood [8] etc. Nowadays, social dramas are being developed in American and English pedagogy as role playings. Their purpose is to study pupils to comprehend their life-situations. The simulation approach to the modeling of professional activities in different spheres is widely used at universities, colleges, business schools and large industrial companies. However, it should be emphasized that developing and training functions of role playings is not revealed. As for the role play approach itself, it is often justified by practical effect but not completed didactic and methodological justifications. Attracting role of the play, being a learning technique, is considered to be an effective instrument to the management of foreign communication mastering which enhances students thinking activity and allows to make the educational process more exciting and interesting.

In the proves of teaching we deal with the situation as the unit of educational process organi-

zation. A situation can be controversial by nature; it can also depict a set of specific characteristics and potential resources of the didactic plan. A situation can contain an impulse necessary for disclosure of substantive reserves of pedagogical education in dynamics and development. It "helps to engage a system of intellectual, emotional and social relationships involved in this situation". Adhering to the regulation of educational tasks, which are dictated by the educational situation, a student is formed as a future specialist within a given activity, directed to pedagogical theory and actions experience [2].

A situation has its own "vigor" in its dynamics and development being implemented in educational process. It provides an opportunity for activating a scheme of a teacher – students pedagogical interaction when it is involved in a learning situation. When the situation is used a student becomes active, he analyzes, evaluates and resolves it, forms his own professional image, improves his knowledge, habits, skills and competences which are indicators of his professional development. The meaning of learning difficulties increases in the form of a role situation in the process of obtaining knowledge, we can observe interaction of cognitive independence, sustained motivation training with students' abilities. Training tasks anticipate specific role activities and behavior particular to a teacher.

A role situation is characterized by the plot content. The plot content complexity is that its improvement requires development and implementation at higher levels and gives the situation a special character. The same fact also concerns the representatives of such professions as managers, psychologists etc. Role-playing anticipates a special kind of work/ It means that students choose available roles and embody their diversity in their own activities [7].

Empirical Research Results. To conduct experimental training programme we developed different kinds of role-playings. It is treated as situationally-managed form of learning activities organization which is directed to the social experience replication and mastering. In its turn, human behaviour is formed, improved and aimed at speech habits and skills formation, development and improvement under specific conditions as close as possible to the circumstances of real learning. Let us view the examples of the role-playings and role situations for future teacher philologists' experimental training programme implementation.

In the process of role communication, students improve the subjective position, master the positions of various roles, master the ways of thinking and creative activity, improve communication skills, acquire pedagogical experience necessary for practical work. The developed technology is implemented in training sessions in pedagogical

disciplines in the form of flow charts, which characterize the stages of implementation of training modules and the necessary scientific and methodological support.

The use of role-playing classes in the study of pedagogical disciplines creates conditions for the manifestation of initiative, amateur performance and creativity of students. The topics of these lessons should correspond to the content of the topics included in the curriculum for the course of the discipline being studied. Since pedagogical training is not sufficiently variable and flexible, we will proceed from the organization of classes on the principle of a role perspective. In contrast to the technologies of traditional classes in pedagogical disciplines, where there is a strictly defined system of pedagogical prescriptions that are guaranteed to lead to the goal, the principle of role perspective predetermines the diversity and variability of ways to use pedagogical knowledge as a tool of pedagogical action in the course of a role-playing class. We proceeded from the assumption that the correlation of knowledge with a role-playing situation, i.e. with the object and the pedagogical circumstances, a true unity of the creative and the reproductive in teaching students is achieved. Role-playing classes and the methodology for their implementation are not regulated, but they are based on improvisation and creativity of students. Stages of the role-playing classes include: – warm-up; – selection of the plot; – “entering the role” (after the distribution of roles, everyone who got the role answers the audience’s questions from the point of view of the character being played); – playing a role-playing plot; – analysis and results of role-playing classes. Here is an example of a role-playing class “Situation Perception”. The role-playing plot is selected on any topic that is interesting for students. The main requirement is the active actions of all participants in the role-playing situation. And the presence of different positions in relation to the modeled event. For example, three group activists discuss the plan and methodology for the group meeting. The head of the educational sector, who sincerely cares about the state of educational affairs in the group, is a responsible, proactive and conscientious person. The monitor of the group is indifferent to the upcoming work, acts on the principle “just to hold it for show”. The student of the group, who dreams of becoming a member of a student asset, is sure that he will be able to organize and hold a meeting in an interesting and useful way. The plot is played out for 10–15 minutes. Students, attending the class, record what is happening. Then the participants in the role-playing plot are invited to leave the audience. And then, one by one, they are invited to enter the audience, and they, being in the role, must show how the role event took place. They do

not hear each other’s story. Stories differ significantly from the role-playing actions they play. The more students enter the role, the more discrepancies between the words-descriptions and the roles played. Then comes the analysis of the reasons for this phenomenon. Students are looking for an answer to the question: why do we perceive the same phenomenon, the same person from different positions? Gradually, students are led to the conclusion about the importance of reflection i.e seeing other positions and oneself from the point of view of others. Themes of role-playing plots can be developed on the basis of real situations from school or university life and situations in literary works and the forms of their implementation are varied. The purpose of the discussion-class is to expand the communicative aspect of the lesson through the use of polemical means in the organization of cognitive activity by including them in the collective search for pedagogical truth. A discussion class is an activity of “open thoughts” that allows students to abandon stereotypes, formalism, dogma, encouraging them to be creative. It’s a type of a role situation.

E.g. Imagine that you are you are an expert in traditional and non-traditional lessons. You understand that it is very appropriate to implement role play while working with pupils. Will you advise teachers at schools to combine playing forms of the lesson with traditional ones? Why?

Imagine that you are you are an expert on working with difficult children. A young teacher came to you and began complaining about her unmanageable class. She admitted that the pupils answered her back, undermined discipline in class, screamed and yelled without any reason and, thus, played on her nerves. What measures would you advise her to take to? And what is your opinion about the situation in general?

Imagine that you are a teacher and work with students. Your group is very contrast and specific because one part of your group has creative thinking and the second one prefers facts and logic. That’s why conflicts in the group break out very often. How will you resolve them?

Imagine that you have a wonderful opportunity of making an acquaintance with a qualified psychologist who is a real all-rounder. What questions about your pupils (students) will you ask him?

Among the polemical means, a special role is played by discussion-classes, dialogue-classes and debate-classes. In our research, we used discussion classes on the following topics: “Can a teacher be indifferent?”, “Where do indifferent people come from?”, “What value do they have (and do they have) in the work of a teacher?”, “Creative thinking helps to find a way out of critical situations”. Before the start of the discussion, all participants in the lesson determine the criteria for assessing the activity of the leader: the ability to clearly formulate questions, summarize transi-

tional moments in the discussion, activate passive students, suspend monologues that are too long, be tactful towards all participants in the lesson [1].

To conduct the discussion, a leader is appointed (selected or appointed by the teacher). The main thing in this lesson is the discussion of the selected problem. Then an introspection of the activities of the leader of the discussion according to the assessment criteria that were determined before the start of the discussion: to what extent he completed the tasks and achieved the goal of the discussion, the desired results were obtained – if not, then the reasons why the difficulties arose, how the participants in the discussion supported the moderator. All comers express their assessments of the activities of the discussion leader.

A great attention should be paid to introspection of the emotional state at the class. E.g. At what point did the discussion arouse the greatest interest? Was there a feeling of irritation, boredom, and when? What thoughts-associations caused the beginning and end of the discussion. In our practice, we used discussion-competition classes. During this lesson, all participants are divided into two teams. Jury members are selected. The criteria are determined: evidence, logic, clarity of wording, correctness of speakers and the ability to adhere to the topic under discussion. The jury determines the point system. The topic of discussion can be a serious subject of discussion. For example, “Professional values – do they serve the effectiveness of the teacher’s work?”, “Preventive actions – what should be understood by them? Their role in planning and obtaining a positive result?”, “Is the teacher’s humor a hindrance or a means of the educational process?”, “Development of students’ cognitive activity” etc. At the end of the discussion, the jury announces the results and comments on them. At the end of the lesson, a collective discussion is held.

Along with the discussion-classes in the experimental work, the dialogue-classes were used, which provided for:

- determination of the subject of discussion (pedagogical fact, pedagogical situation, clash of different points of view, ambiguous judgment on a particular phenomenon, process), personally significant for the participants in the dialogue, containing a contradiction and clash of opinions;

- the presence of an evaluative attitude of each participant in the dialogue to its content, the vision of contradictions in ordinary representations and the formulation of their own judgments about different points of view on the discussed fact, phenomenon, process;

- dialogical interaction and communication through a system of tasks, questions, situations should provide for a gradual ascent to the independence of students in judgments;

- readiness for dialogue, the degree of their self-expression.

Discussion-classes and dialogue-classes mobilize the intellectual abilities of students, liberate imagination, activate independence, initiative, and amateur performance. On them, future teachers-philologists learn to analyze problems, defend their opinion, accept the views of others and correlate them with their own views, i.e. teach to go to another qualitative level of comprehension of the studied material.

Students participate as highly-motivated subjects of knowledge while taking part in experimental training programme implementation. The candidates’ survey “at the start of the training” of the experimental group proved that students’ level of affectation is sufficiently high: (31±5,0% of respondents) to the teacher’s job; (19±4,2% of respondents) gave preference to joy of succeeding and achievements in business, (88±4,5% of respondents) gave preference to desire to raise their own status.

The level of anxiety was the main indicator of willingness to experimental training. It was 35,3% of respondents in experimental group. It was also taken into consideration that student’s activities in the situation that arouses anxiety depends on not on presence or absence of anxiety but on the power of “situational anxiety”, effective measures, taken for its reducing, and the accuracy of the cognitive evaluation of the situation.

In general, the character of the motives rank demonstrated the advantages of students’ desire to establish themselves in the group. It can be explained by increased necessity in their willingness to take part in experimental training. After completion of the experimental training the hierarchy of motivational advantages, on the basis of the average assessment in the group, proved the following: a) interest in professional quality training was 90,5% in EG (experimental group) and 71,1 % in CG (control group); b) desire to new forms of cognition was observed in 88,9% in EG and 68,5% in CG; c) perspectives of professional development were found in 70,6% in EG and 64,2% in CG; d) a high level of training was shown by 77,8% in EG and 63,7 % in CG; e) teachers’ special attitude towards the students of experimental training was 66,6% in EG and 49,8% in CG.

Diagnostic and Control testing of students’ knowledge was conducted after completion of the experimental training in CG and EG. It provided the opportunity for stating quantitative changes in effectiveness of professional training in the system of University education. The results of students’ diagnostic knowledge testing in CG and EG after completion of the experimental programme are presented in the table.

Comparative analysis and statistical data processing of diagnostic tests for the CG and EG, presented in the table, shows that the difference



of the results obtained in the CG and EG was statistically significant (at the significance p-level = 0.05, 17.04, 7.82).

Table 1

Comparative results of the students' diagnostic testing in the control and experimental groups.

Grades	Formation levels of the linguistic competence		Formation levels of the communicative competence	
	CG	EG	CG	EG
low	9,8	3,4	15,2	4,5
middle	40,2	22,7	39,1	23,9
sufficient	43,5	52,3	37,0	54,5
high	6,5	21,6	8,7	17,1

The majority of the students of the EG demonstrated sufficient and high levels of education, whereas the majority of the CG students showed middle and sufficient levels of training.

One may consider the prevalence of reproductive activity as well as lack of cognitive interest towards the role playing in teaching process to be the reason of such emotional state.

Comparative distribution of the students' activity levels is shown in Fig. 1. Let us consider the results:

1) Despite the fact that at the beginning of the experiment students of the CG and EG had approximately the same initial level of training (predominantly low and middle), after completion of the experiment the majority of the students of the EG demonstrated sufficient and high levels of education, whereas the majority of the CG students showed middle and sufficient levels of training most of the students of the EG demonstrated sufficient and high levels of education (63,7%), while the majority of the students showed CG low and medium levels of education (64,1%).

2) The difference of the results obtained in the CG and EG was statistically significant (at the significance p-level = 0.05, 17.04, 7.82)

**Conclusions.**

1) It has been established that philological knowledge should be structured in such a way that students can implement it adequately in various situations.

2) It has been determined that innovations appear in the language in the form of new knowledge in role situations as forms of philological knowledge interaction and in role activities. Problematic importance in training growth when search activities, interaction of cognitive inde-

pendence, sustainable motives of training are brought together. Role situations provide specific conditions when knowledge acquires practical application and serves as an instrument for students' practical activities.

Thus, modeling of real role situations during English language classes presuppose the following:

- 1) it promotes key competences formation;
- 2) it provides developing and problematic nature of professional training;
- 3) it helps a teacher to resolve communicative issues which can be applied to the purposeful aspect of training and is tightly connected with the training content;
- 4) it is involved into cultural values of the other people;
- 5) it increases training process quality.

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