THE EFFECTIVENESS OF USING ROLE-PLAYING AND BUSINESS GAMES IN FOREIGN LANGUAGE LESSONS

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Annotation: The article discusses the effectiveness of using role-playing and business games of a problematic orientation. Which are very productive, which is expressed in imitation, modeling of socially significant relations between the participants of the game, in the ability to apply knowledge, creativity, practical skills to express their thoughts in a foreign language. This method also influences the development of students' critical and creative thinking.

Keywords: visibility, situations, speech, language, educational, program, orientation, method, modeling, employee, motivation, role-playing game, character.

The use of games in the classroom helps students to create the inner clarity necessary to present a certain situation in the classroom, synchronize mental and physical actions with speech in a foreign language. With their help, you can not only work out the lexical material well, but also form imagination and linguistic flair. They allow you to diversify the types of educational activities and make the process of learning a language more dynamic and interesting.

Games in general and role-playing games in particular are a powerful educational tool. In humanistic pedagogy, we are interested in role-playing and business games of a problematic orientation. However, it is a matter of studying, for example, the textbook features of the course of a particular program, and it is quite another matter in the process of the business game "make a program", to participate in conferences on programming, at which programmers report to specialists of different profiles their methods of programming. However, it is important to familiarize yourself with the company's registration and hiring rules in the literature; another thing is to imagine yourself as a businessman starting a business, an employee of the registration department or a tax inspector and imitate their actions in a certain problematic situation. These are business games. Their task is to model professional situations. And such activities are extremely important. We believe that many students of technical universities sometimes get lost when faced with the need to solve professional problems in non-standard situations.

The motivation of teaching plays a great role in the organization of the educational process. It helps to activate thinking, arouses interest in a particular type of activity, to perform an exercise.

Currently, the idea of the need to teach a foreign language as communication has become obvious, certainly in a collective activity, taking into account personal and interpersonal ties. Group activities have a positive effect on the personality of the student. And success in learning is the result of the collective use of all learning opportunities. Extensive opportunities for activating the educational process are provided by the use of. role-playing games.

A role-playing game is a conditional reproduction by its participants of real practical activities of people, creates conditions for real communication. The effectiveness of teaching here is primarily due to an explosion of motivation, increased interest in the subject.

The role-playing game is gaining more and more popularity among foreign language teachers. The idea of using role-based behavior has been reinforced by role theory. When mastering

a foreign language as a means of communication, it is necessary to recreate conditions similar to those existing when mastering the native language. The measure of conventionality can be different: transformation into real people, into literary characters, into heroes of fairy tales, etc. The element of convention and reincarnation is inherent in all varieties role-playing games.

The role-playing game has great learning opportunities:

1) Role-playing can be regarded as the most accurate model of communication. After all, it involves imitation of reality in its most essential features. In a role-playing game, as in life itself, the verbal and non-verbal behavior of partners is closely intertwined.

2) The role-playing game has great possibilities of a motivational and motivational plan. Communication, as you know, is unthinkable without a motive. However, in an educational setting, it is not easy to evoke a motive for speaking out. The difficulty lies in the following mediation: the teacher must outline the situation in such a way that an atmosphere of communication arises, which, in turn, causes students to have an inner need to express their thoughts.

In terms of foreign language communication, however, it is important that students are able to express what they want to say. Language support (vocabulary and grammatical material, skills in using them) often obscure the very purpose of communication from both students and teachers. The lessons are dominated by statements brought to life by directive: "Tell me about your friend", "Tell me about your family", "Tell me about your work" as the teacher checks how students are able to combine the appropriate language material. The motive that students are guided by lies beyond speech: it is important for them to answer the teacher. The situation changes if students are involved in a role-playing game. Precisely designated "proposed circumstances" create a general motivating background, and the specific role that the student receives narrows it down to a subjective motive.

3) Role-playing involves strengthening personal involvement in everything that is happening. The student enters the situation, although not through his "I", but through the "I" of the corresponding role.

4) Role-playing helps to expand the associative base when learning language material.

5) Role-playing contributes to the formation of educational cooperation and partnership. The performance of roles involves the coverage of a group of students (role-playing is based not only on dialogue, but also on a monologue), who must interact harmoniously, taking into account each other's reactions accurately, and help each other. When assigning roles, both linguistic and "acting" capabilities of students should be taken into account, assigning some more verbal, others pantomime roles, while assigning others to the roles of "prompters", giving them the right to prompt based on the text.

6) Role-playing has an educational value. Students, although in an elementary form, get acquainted with the technology of the theater. The teacher should encourage them to take care of simple props. Every kind of invention is encouraged, because in educational conditions the possibilities in this regard are limited. Reincarnation itself helps to expand the psychological range, understanding others people.

Thus, role-playing has great opportunities in practical, educational and educational relationships. In role–playing and business games, the accompanying background is of great importance - all kinds of visibility: illustrations, photographs, video clips, slides, diagrams, diagrams, and so on. Depending on the scenario of the game, its plot, it becomes necessary to show where the action will take place, who is involved in it. You can use photographs for these purposes: landscape, story, which give an idea of the place of action, its target orientation, including professional ones, for example, a photograph of an office, a press conference, an audience, and so on - for business games; photographs of various attractions, representatives of different peoples with whom the participants of the "journey" meet, family holidays. As the game progresses, it becomes necessary to develop some documents, for example, an expedition route, proposals to legislative bodies, reports for the tax

inspectorate. There is a need to discuss some issues, which may require convincing evidence that requires not only verbal, but also graphical expression: tables, graphs, drawings, diagrams, diagrams.

Almost all the educational time in the role-playing game is devoted to speech practice, while not only the speaker, but also the listener is as active as possible, since he must understand and remember the partner's remark, correlate it with the situation, determine how realistic it is in the situation and the task of communication, and react correctly to the remark. Games have a positive effect on the formation of cognitive interests, contribute to the conscious development of a foreign language.

In conclusion, we emphasize once again that role-playing and business games of a problematic orientation are very productive, which is expressed in imitation, modeling of socially significant relations between the participants of the game, in the ability to apply knowledge, creativity, practical skills in various fields in simulated situations. It is an effective tool for developing critical and creative thinking.

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