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## **ROLE PLAY FOR TEACHING WOULD-BE ECONOMISTS FOREIGN LANGUAGE COMMUNICATION ON THE BASIS OF IMPLICIT SPECIALIZATION WITH VIDEO**

### *Summary*

**The relevance of the topic.** One of the urgent problems of modern methods of teaching foreign languages is the organization of teaching students of non-philological majors with the help of games. The relevance of this problem is caused by a number of factors. First of all, the intensification of the learning process poses the task of finding means to support students' interest in the material and to activate their activities that are being studied throughout the lesson. Educational games are an effective means of solving this problem. Secondly, one of the most important problems of teaching a foreign language is learning the oral language, which creates conditions for revealing the communicative function of the language, which enables the learning process to be closer to the conditions of real learning, which increases the motivation to learn a foreign language.

**The purpose of the research** is to develop a set of role-playing exercises for training future economists in foreign language communication based on the strategy of implicit professionalization using a video phonogram. Implicit professionalization – integrated mastering by students of the initial stage of education of commonly used vocabulary and a part of economically marked lexical units (LU) in non-professional spheres of communication.

**Methodology.** Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Role-plays give students the opportunity to demonstrate how to use English in real life situations and make them focus more on communication than on grammar. Role-play activities can be a lot of fun however a class full of shy students may be reluctant to participate so it is important to know your students. Regardless of what type of role-play you intend to do, it is imperative that students feel comfortable with the necessary structures and vocabulary. Mini-role plays can be done in any lesson as a practice activity. Role-plays can also take an entire lesson especially if students are put in groups instead of in pairs. Role-plays can be used as end of term projects for intermediate and advanced students.

**Practical meaning.** The material for the development of a complex of role-playing exercises based on the content of the video phonogram mainly served as fragments of educational video courses, which is due to the typicality of the communication situations presented in them and the presence of lexical units specially selected for activation and assimilation.

**The results.** Based on the results, it was found that the role play method can improve students' speaking skills, increase self-confidence, collaboration among students, and make the learning atmosphere fun and interesting. Firstly, various reasons for using role-play techniques in the research context have been found. Participants tend to use role-play techniques because it creates a fun and enjoyable learning environment. Another important reason is that learners recognize this method will be less boring than conventional methods. It's a good way to help them reduce stress and pressure during English speaking practice. At the same time, learners enjoy role-playing activities because they can become different characters to communicate in real-life situations. Therefore, this is a great condition for them to practice speaking English more naturally in a foreign language learning environment. Secondly, it gives opportunities for students to express their creativity in the English learning process. Students can be more active and creative to participate in speaking activities in front of the class. This method helps learners to boost their confidence level and overcome their negative feelings in the process of communicating with others. Another advantage of using role-play techniques is to practice essential skills related to learners' speaking ability such as pronunciation, intonation, and vocabulary. The regular practice of role-playing makes learners fluent in English. It is also a good way to help learners have more motivation to speak English and be able to communicate fluently and naturally.

**Prospects for further research.** We see prospects for further research in the creation of role-playing games based on the content of a video phonogram for teaching foreign language communication to students of other specialties, whose professional vocabulary can be significantly expanded thanks to the use of implicit professionalization at the initial stage of learning.

*Keywords:* video phonogram, video fragment, economically marked lexical units, implicit professionalization, future economists, role-playing game.

*Number of sources – 12.*

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