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УДК 37.046:811

JEL Classification: I25,I29

DOI: <http://doi.org/10.34025/2310-8185-2022-4.88.09>

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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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РОЛЬОВА ГРА ДЛЯ НАВЧАННЯ МАЙБУТНІХ ЕКОНОМІСТІВ ІНОВОМНОМУ СПІЛКУВАННЮ НА ОСНОВІ ІМПЛІЦИТНОЇ ПРОФЕСІОНАЛІЗАЦІЇ

Анотація

Основною метою вивчення англійської є використання та спілкування мовою як інструментом людського спілкування. Для тих, хто вивчає англійську як іноземну, оволодіння чотирма навичками аудіювання, говоріння, читання та письма стало важливою та необхідною метою для інтеграції в сучасне полікультурне середовище спілкування. Розмовна навичка є найважливішою здатністю добре вивчити англійську мову, оскільки це інтерактивний процес усного спілкування під час вираження думки, почуття та обміну інформацією з іншими. Саме з цієї причини вдосконалення мовлення є однією з найважливіших навичок, яких учні EFL прагнуть досягти протягом усього процесу навчання. Тим не менш розмовляти англійською – непросте завдання, тому що є кілька компонентів, які потрібно освоїти, а саме вимова, граматики, словниковий запас, вільне мовлення та розуміння. Через складність мовлення є кілька серйозних перешкод для розвитку навичок усного спілкування учнів. Багато студентів EFL зіткнулися з численними труднощами під час розмови: страхом зробити помилку, сором'язливістю, тривогою та відсутністю впевненості. Їм важко вимовляти, деякі відмовляються вимовляти через сором'язливість і сором при помилках. Ще одна причина – відсутність мотивації займатися англійською. Існують різні стратегії та методи, які можна застосувати для покращення навичок англійської мови учнів, одним із яких є рольова гра. Рольові ігри мають багато переваг, які можуть допомогти студентам розв'язати проблеми під час мовлення. Насправді рольова гра робить студентів більш активними і залученими до навчального процесу, оскільки створює

комфортне та приємне навчальне середовище, тому це один із ефективних способів мотивувати студентів вдосконалювати рівень володіння англійською мовою. Він призначений для аналізу загальних причин і позитивного впливу методів рольової гри на покращення розмовних навичок студентів англійською мовою. Мета цього дослідження полягає в тому, щоб з'ясувати, чи може впровадження рольової гри розвивати мовленнєву здатність студентів.

У статті описано комплекс вправ із рольовою грою для формування іншомовної комунікативної компетенції майбутніх економістів початкового етапу навчання на основі стратегії імпліцитної професіоналізації в немовних вищих навчальних закладах із використанням відеофонограми згідно з такими критеріями, як: ступінь близькості ролі до змісту відеофонограми – від ролі актора до ролі особи, не пов'язаної зі змістом відеофонограми; наявність професійної спрямованості рольової особи. Навчальне спілкування студентів відбувається в непрофесійних сферах спілкування, в яких використовуються економічно марковані лексичні одиниці.

Ключові слова: відеофонограма, економічно марковані лексичні одиниці, імпліцитна професіоналізація, майбутні економісти, рольова гра.

Кількість джерел: 12.

Formulation of the problem. Role-playing differs from other forms of learning in that it allows students to try their hand at specific situations. It is during the game that listening skills are developed, consolidation of certain professional vocabulary based on previously learned rules of phonetics and grammar, and the range of terminological vocabulary by profession increases. The game is also a situational and variable exercise, in which an opportunity is created for multiple repetition of a speech pattern in conditions close to real language communication.

Therefore, role-playing games have a positive effect on students in learning a foreign language. They contribute to the assimilation of lexical material, the improvement of oral communication skills and the ability to react quickly in real-professional/stressful situations. Learning by doing is one of the effective ways of learning and gaining experience. Own experiences are remembered very vividly and are preserved for a long time.

Methodologists consider the main advantages of role-playing games in comparison with other methods of forming skills and abilities of foreign language communication to be a high level of students' speaking activity, increasing their interest in learning, and the

possibility of organizing students' joint activities in the role-playing process [10, p. 43–48]. In addition, the personal qualities of the student are manifested in the role-playing game, the features of character and temperament that are sometimes not realized in everyday life [3, p. 75]. The researchers single out an important psychological advantage provided by the presentation of events with the use of video in comparison with the teacher's explanations of the proposed role-playing game - the presented model of communication creates a clear idea of the content of the role in those who study [12, p. 39–40]. At the same time, the video phonogram allows you to use the effective method of dubbing fragments by roles, as well as to simulate role-playing games (N.I. Bychkova, O.S. Konotop, E.I. Shchukina, J. Lonergan, F.L. Stoller and others). A significant advantage of the video phonogram is the presentation of not only speech as a result of the communication process, but also the communication process itself. In this way, the parallel formation of all components of communicative competence is ensured - linguistic, sociocultural and pragmatic.

Formulation of the goals. The realization of the purpose of the article involves solving the following tasks: to determine the positive qualities of the role-playing game, organized with the use of a video phonogram; to select from educational video courses created by native speakers, as well as from authentic fiction and documentary films, situations that contain examples of communication in non-professional spheres of communication and include economically marked vocabulary; characterize a set of role-playing exercises, taking into account the relationship between the person in the role and the content of the video phonogram; illustrate samples of role-playing games based on the content of video fragments.

According to the English Language Program for Professional Communication, which provides for the formation of speech competence of future economists for adequate behavior in situations: "In a hotel/bank", "In a travel agency/airport", "Sale/purchase", "Claims", etc., we have selected video fragments containing examples of future economists' communication in non-professional spheres of

communication, in which economically marked lexical units are used. In order to create a complex of role-playing exercises based on the content of the video, the necessary criteria were selected, taking into account the three types of roles defined by N. I. Bychkova, when students can: 1) play the role of the protagonist of the video; 2) act as a person who is not the protagonist of the video phonogram; 3) produce statements from one's own person in a situation that may arise in real life [1]. Criterion I. The connection of the person of the role with the content of the video phonogram: 1) the role of the protagonist of the video phonogram; 2) the role of the person associated with the content of the video phonogram; 3) the role of a person unrelated to the content of the video phonogram (the student partially invests his personal content in his speech). This criterion correlates to a certain extent with the next two criteria. Criterion II. Professional orientation of the person of the role: 1) professionally oriented person of the role; 2) non-professionally oriented person of the role. Criterion III. The degree of student speech productivity: 1) reproductive speech; 2) productive speech.

The specified criteria relate to the role of one of the communication participants, his role in the illustrations below belongs to Student 1 (Student 1). The application of the selected criteria allows to determine possible options for combining the degree of closeness of the role person's connection with the content of the video phonogram, professional orientation of the role person, the degree of the student's speech productivity during communication in non-professional spheres of communication. We will describe the types of role-playing exercises based on the content of the video and present the corresponding illustrations.

Type of exercise 1

The student communicates in the role of an actor who is not professionally oriented; the student's speech is reproductive; the exercise is receptive-reproductive, conditional-communicative, performed in pairs; activated economically marked LO: afford *v*, buy *v*, own *v*, pay *v*, price *n*, property *n*, rent *n*.

Purpose: teaching reproductive speech. Video phonogram: a fragment of "Port Isaac" (educational video course "People and Places").

Phase 1: Viewing the video clip.

Phase 2: After showing the Port Isaac clip, one of the pair's students plays the role of Trudy Harris (female) or Lionel Harris (male) as the protagonist of the video course.

Communicative task:

Teacher to Student 1 (Trudy/Lionell Harris): You're Trudy/Lionell Harris. A relative of yours is going to move to Port Isaac to settle down in the area. He doesn't have enough money to buy a place of his own straight away. So your experience of buying a council house from the local authorities will be very helpful for him. Tell him about it.

Teacher to Student 2 (a relative of Trudy/Lionell Harris): You're going to move to Port Isaac to settle down in the area. But you don't have enough money to buy a place of your own straight away. So Trudy's/Lionell's experience of buying a council house from the local authorities will be very helpful for you. Listen to her/his tips on the matter. Decide if her/his recommendations suit you.

Teacher to all students: Now communicate in pairs

Exercise 2

The student communicates in the role of an actor who is professionally oriented; the student's speech is reproductive; the exercise is receptive-reproductive, conditional-communicative, performed in pairs; activated economically marked LO: cash *n*, check *n*, claim something back *phr*, credit card *n*, fill in a form *phr*, pay *v*, per cent *n*, retail export scheme *n*, shop *n*, shopping *n*, tax *n*, tax-free *adj*.

Purpose: teaching reproductive speech.

Video: fragment of "At a Clothes Shop" (educational video course "BBC Essential English Guide to Britain").

Phase 1: Viewing the video clip.

Phase 2: After the demonstration of the video clip "At a Clothes Shop", one of the students of the pair plays the role of the protagonist of the video course - a salesperson in a clothes shop.

Communicative task: *Teacher to Student 1* (a shop-assistant): You're a shop-assistant at a clothes shop. Help your client make a purchase. *Teacher to Student 2* (a customer): You're at a clothes shop. You'd like to buy some items to wear. Ask about the models available, their prices and discounts. *Teacher to all students:* Now communicate in pairs.

Exercise 3

The student communicates in the role of a non-professional-oriented person related to the content of the video phonogram; the student's speech is productive; the exercise is receptive-reproductive/productive, conditional-communicative, performed in pairs; activated economically marked LO: airfreight n , cash n , cost n , department n , form n , insurance n , packing charges n , sea freight n , ship v .

Purpose: teaching productive speech.

Video: fragment "Shopping in the Philippines" (educational video course "The Sadrina Project").

Phase 1: Viewing the video clip.

Phase 2: After the video clip "Shopping in the Philippines" is shown, one of the pair's students plays the role of a person related to the content of the video - an American tourist who, while traveling in the Philippines, stayed at the same hotel as the protagonist of the video course, Helen Elliott.

Communicative task:

Teacher to Student 1 (an American tourist): It's your first visit to the Philippines. You're interested in buying something original to decorate your cottage. Helen Elliot, a journalist from Australia staying at the same hotel with you, has bought some souvenirs at the stores of Manila. Ask her to tell you about her shopping in the Philippines.

Teacher to Student 2 (Helen Elliot): You're Helen Elliot. An American tourist staying at the same hotel with you wants to learn what souvenirs you have bought while visiting Manila. Tell him about your shopping experience in the Philippines.

Teacher to all students: Now communicate in pairs.

Exercise 4

The student communicates in the role of a professionally oriented person related to the content of the video phonogram; the student's speech is productive; the exercise is receptive-reproductive/productive, conditional-communicative, performed in pairs; activated economically marked LO: catalog n , cost v , copy n , invoice n , print v , total n , visiting card n .

Purpose: teaching productive speech.

Video: fragment "Ordering Visiting Cards" (educational video course "The Sadrina Project").

Phase 1: Viewing the video clip.

Phase 2: After showing the video segment "Ordering Visiting Cards", one of the pair's students plays the role of a person related to the content of the video phonogram - a colleague of the protagonist of the video course David Foster.

Teacher to Student 1 (a co-worker of David Foster): After his arrival to London your co-worker David Foster recalls the incident that happened to him while he was staying in Hong Kong: he lost his briefcase containing confidential documents, advertising booklets and visiting cards. The best solution at the moment was to order new cards. Ask David to tell you how he had new visiting cards made for him.

Teacher to Student 2 (David Foster): You're David Foster. After coming back from your trip to Hong Kong you recall the incident that happened to you while you were staying there: you lost your briefcase containing confidential documents, advertising booklets and visiting cards. The best solution at the moment was to order new cards. Tell your co-worker how you had new visiting cards made for you.

Teacher to all students: Now communicate in pairs.

Exercise 5

The student communicates in the role of a non-professionally oriented person, unrelated to the content of the video phonogram; the student's speech is productive; the exercise is receptive and productive, performed on the basis of two fragments of a video phonogram, communicative, using the technique of group discussion;

activated economically marked LO: afford *v*, buy *v*, own *v*, pay *v*, price *n*, property *n*, rent *n*.

Purpose: teaching productive speech.

Video soundtrack: two fragments of "Port Isaac" and "Glenrothes" (educational video course "People and Places").

Communicative task:

Teacher to all students: You are members of a youth club. Participate in a round table discussion, taking place in Liverpool. Some people like Trudy Harris from Port Isaac prefer to rent a flat or a house from a local council or a private person. Other people like David Mair from Glenrothes don't want to pay money for accommodation that will never become their own. Express your opinion stating pros and cons of renting a place to live or buying a house of your own. Now communicate.

Exercise 6

The student communicates in the role of a professionally oriented person, unrelated to the content of the video phonogram; the student's speech is productive; the exercise is receptive and productive, performed on the basis of several fragments of a video phonogram, communicative, students communicate in small groups; activated economically marked LO: bank *n*, bargaining *n*, busy *adj*, cash *n*, check *n*, claim something back *phr*, credit card *n*, customer *n*, departmentstore *n*, employ *v*, fill in a form *phr*, goods *n*, pay *v*, per cent *n*, quality *n*, retail export scheme *n*, sale *n*, security personnel *n*, shop *n*, shopping *n*, staff *n*, store *n*, supplier *n*, style *n*, take over *v*, tax *n*, tax-free *adj*, van delivery service *phr*, wrap *v*.

Exercise 7

Purpose: teaching productive speech.

Video soundtrack: fragments of "Shop till You Drop", "Shopping Hyperguide", "At a Clothes Shop", "At a Market" (educational video courses "Enterprise 2", "Hyperguide London", "BBC Essential English Guide to Britain").

Communicative task:

Teacher to Student 1 (a marketer): You're carrying out a market research on the most effective ways of shopping in Cardiff. Ask the people taking part in the public opinion poll about their preferences.

Teacher to Students 2-4 (interviewees): You live in Cardiff. You're taking part in a public opinion poll on the most effective ways of shopping. Tell your interviewer about your preferences for buying goods from the marketplaces, shops or ordering them online. Provide the reasons to support your opinion.

Teacher to all students: Now communicate in small groups.

The use of the described set of exercises with a role-play based on the content of the video phonogram makes it possible to effectively implement the strategy of implicit professionalization based on auditory images of economically marked LOs during the training of future economists in foreign language communication in non-professional spheres of communication. The use of a video phonogram makes it possible to organize joint communicative activities of students in the role-playing process, to provide samples of authentic communication, to create a clear idea of the meaning of the role, to ensure the parallel formation of all components of communicative competence.

Conclusion. 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. Thanks to the use of role-play techniques, it can provide many effective benefits to create opportunities for learners to improve and enhance their oral communication skills in an English learning environment. In short, based on the findings and discussions of this study, it can be concluded that using role-play techniques can significantly improve the students' speaking ability. Applying a role-play strategy can positively impact the development of students' learning outcomes and achievement in the process of learning the English language.

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