

чины же более активно проявляют интерес к особенностям страны, куда они приехали учиться. Поэтому педагог-организатор обязан в полной мере давать студентам социальные знания. Для повышения эффективности адаптационного процесса иностранных студентов педагогу-организатору необходимо проводить тренинги, на которых он должен отрабатывать ключевые моменты взаимодействия иностранных студентов с окружающей их средой.

Исходя из вышеизложенного очевидно, какую большую ответственность несет педагог-организатор в воспитании иностранных студентов и формировании у них качеств, необходимых им для социальной адаптации в России.

Таким образом, педагог-организатор должен очень серьезно подойти к адаптационному процессу иностранных студентов, постоянно развивать новые подходы к воспитательному процессу, улучшать его качество.

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### **Role-playing games efficiency for BE communication skills evolving**

Статья посвящена одному из наиболее эффективных способов повысить мотивацию магистрантов при изучении иностранного языка, которая состоит в том, чтобы предложить задачи, направленные на развитие навыков общения, и поощрить их самостоятельно управлять процессом. В рамках коммуникативно-ориентированного обучения такие условия можно создать, предложив ролевую игру по соответствующей теме. В нашем случае это темы, связанные с деятельностью банковского или финансового сектора. В

учебных условиях обеспечивается «репетиция» реального использования языка через выполнение заданий на речевое взаимодействие.

**Ключевые слова:** ролевые игры, развитие навыков общения, коммуникативно-ориентированное обучение, аутентичный

One of the most genuine ways to increase the motivation of trainees in learning a foreign language is to offer them tasks aimed at developing communication skills and encourage them to manage the process themselves. Such conditions can be created by proposing a role-playing game on the topic most suitable for the corresponding group of learners. In our case, these are topics related to the activities of the banking sector or the financial one.

Communicatively-oriented teaching of a foreign language means the formation of communicative competence. The following types of competence can be distinguished as its constituent elements: linguistic, colloquial, pragmatic (practical), socio-linguistic, strategic and mental (L. Bachman) [3, p. 5]

Communicative-oriented teaching of a foreign language is possible in an authentic process. In this context, the concept of “authentic” implies not only the use of “taken from a real life” educational material in the lesson, but also the creation of methodologically appropriate conditions for natural educational communication. To do this, in the training environment, a “rehearsal” of the actual use of the language is provided through the use of tasks of speech interaction; the use of tasks involving "informational inequality" of participants using organized role-based communication; or using spontaneous communication [1, p. 3].

It is interesting to consider the use of organized role communication, which makes it possible to form and develop communication skills through specially selected "life" situations. Role-based communication is implemented in a role-playing game, which is organized in accordance with the developed plot, distributed roles and inter-role relationships.

The simplest is a role-playing game, involvement in which participants receive the necessary remarks. Their task is to, carefully listening to each other, combine these replicas in the context of role-based communication.

More complex is the role-playing game in which participants get a general description of the plot and a description of their roles. The problem is that the features of role-playing behavior are known only to the performer. It is important for other participants to guess which line of behavior their partner follows and make an appropriate decision about their own reaction.

Creative role-based communication requires advanced social skills. Therefore, role-playing games in foreign language lessons often include elements of ex-

ercises that develop communication skills. Such exercises are diverse, namely, the participants come up to each other and start a conversation; address each other with polite requests; learn to give way to each other in a dispute; working in pairs, express gratitude to each other for the previously rendered service, help, support; learn to respond correctly to the emotional phrase of the partner and others.

These and some other tasks form the role of the participants in the role-playing game the necessary social communication skills.

For successful role-playing games, you need to prepare the appropriate material. Even if the teacher is preparing a new targeted course, he/she needs to learn as much as possible about the professional special context of apprentices and the field of activity in which they work. The Internet web offers helpful resources in preparing role-playing games. There one can find information about companies, about banks, financial markets, about the services provided by these institutions. By visiting the sites of these organizations, anyone will receive the necessary information that will give the confidence, and so learners will appreciate trainer's knowledge and adequate awareness in special professional area.

Companies', banks', etc. sites provide very good authentic material. It is clear that these materials are intended primarily for native speakers, but BE teachers can easily adapt these texts and use them in groups according to the level. If you choose companies in accordance with the profile of your learners, you still have the opportunity to work out and consolidate the relevant lexical material.

Also, for successful role-playing games, it is necessary that learners master a minimum of dialogic unity in the English language that develops with the help of the exercising. Before introducing this technique into the educational process, a teacher needs to do a lot of work. We must not forget that some trainees do not have the appropriate communication skills. Therefore, in order to organize communication within the framework of a role-playing game, it is necessary to form these skills in the context of the educational process. To achieve these goals the following activities may be used: exercises that train etiquette expressions; exercises aimed at developing telephone, meeting and presentation speaking skills; exercises for training the skills of drawing up small dialogs in pairs and polylogs in groups within the framework of the proposed situation; Dialogue exercises on the basis of proposed sample dialogue. The follow up activity, as an example, is to write a soap-opera dialogue in which two people in love cannot say goodbye to each other and are trying to last the conversation as long as possible (based on Dörnyei, Z. and S. Thurrell. 1992. *Conversation and Dialogues in Action* [2, p. 39].

The work, as a rule, is carried out in stages: 1. reading the dialogue on the roles, paying attention to the remarks to be assimilated; 2. reading a dialogue, in order to restore missing replicas; 3. re-enactment of the dialogue with reproduction of replicas by roles; 4. independent compilation of a dialogue similar to this, but in a different situation of communication.

Such testing of “real” communication situations can prepare learners to communicate with native speakers. Role-playing game allows to build communication skills among the participants, which makes it an integral part and the best way to learn a foreign language.

For role-playing games, it is not necessary to develop a detailed scenario. It is enough to prepare a general plan, identify some details, offer ideas to diversify the expected dialogues.

Keep in mind the cards that can be of great help to the participants of the role-playing game. For example, to develop negotiation skills, the following topic of the role-playing game is proposed: “the marketing company in which you work needs additional financial resources, as its competitors have increased their market presence. You are discussing this issue”.

Before you offer a role-playing game to graduate students, you need to study the main lexical material (terms), key expressions (greetings, consent, disagreement and others), as well as the preparation of various questions. Questions should dominate in the role-playing game. After you have repeated the compilation of questions, undergraduates will communicate more confidently, without experiencing difficulty in choosing the type of question, without thinking about the structure of the questionnaire.

Before starting the game, you need to give a few minutes to study the cards and prepare any key suggestions. The teacher can go around all the participants in the game and see if they need help.

Suppose Member **A** receives a card with the following information: “The company needs to save money. You think a good and easy way is that the company canteen should no longer be subsidized. At the moment employees pay only \$ 4.50 per meal, but the real cost is \$ 8. With 20,000 employees that’s the saving of \$ 40,000”.

Member **B** receives a card with the following information: “The company needs to save money. You think the company canteen should stay subsidized as a good meal at midday is very important. You think you can save the same amount of money by installing vending machines for drinks. At the moment drinks cost nothing”.

### Sample cards for students (hints)

Participant A: 1. Make a proposal 2. Ask for clarification 3. Bargain 4. Accept	Participant B: 1. Reject 2. Make a counter proposal 3. Clarify 4. Make a concession 5. Ask for agreement
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Each role-playing game should be performed at least twice, and undergraduates are encouraged to switch roles. Offer stronger undergraduates more complex roles. The teacher can also become a participant in the role-playing game, if there is such a need, or if it can contribute to the greater effectiveness of this exercise.

Corrections should be avoided during role-playing. (The teacher can make notes for himself, but do it unnoticed, otherwise it may confuse the participants (participant) of the game)

It is very useful to record such role-playing games for subsequent analysis, but this is recommended if the participants in the game look at such an analysis positively.

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