цьому у літніх пацієнтів психотичні розлади виявляються частіше, ніж у молодих.

Отже, повне розуміння хвороби, її етіології, симптоматики та наслідків значною мірою впливає на етапи лікування та соціальної реабілітації хворих, та пристосування до них оточуючих. Терпляче ставлення до хворого паркінсонізмом допоможе уникнути важкої депресії та допоможе сповільнити прогресування хвороби.

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РОЛЬОВА ГРА В НАВЧАННІ ІНОЗЕМНОЇ МОВИ

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ROLE-PLAING GAME IN A FOREIGN LANGUAGE TEACHING

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Ключові слова: рольова гра, іноземна мова, спілкування.
Keywords: role-playing game, foreign language, communication.

The relevance of the study: one of the most important issues of teaching foreign language is to teach oral speech. Involving students in oral communication can be successfully implemented due to role-playing games. It creates favorable conditions for implementation of communicative function and allows you to bring learning to a real dialogue. This in turn increases the motivation for language learning.

The analysis of the scientific literature shows that research of features of games attracted the attention of many scientists (V. Istomin, A. Panfilova, M.Stronin, D. Uznadze, V. Ustymenko, K. Yusupov, R. Zhylkina etc.). The researchers note the value of the game, its importance in shaping social behavior and self-assertion of the individual.

Aim of the study is to study the peculiarities of role-playing games in teaching foreign languages.

Methods: A critical analysis of literature, synthesis.

Role-play is a method that belongs to a group of active practical ways of teaching a foreign language.

There are three components in the structure of the role-playing game. The first component is the role. Roles which students perform in the classroom can be social and interpersonal. Social roles are due to the place of the individual in the system of objective social relations and interpersonal roles designate place of the individual in the system of interpersonal relations (a leader, a friend, a rival, etc.). Selection of roles in the game should be carried out so as to form students' proactive stance, the best human qualities. The second component of the role-playing game is the imaginary situation that acts as a way of organizing. At its creation the circumstances of the reality and relationships must be taken into account. Components of the situation are the following: 1) the subject, 2) the object – the topic of conversation), 3) the attitude of the subject to the topic of conversation and speech act conditions. The third component of the role-playing game is an action that students perform

playing a role [1]. RPG action is organically related to the nature of the role and includes verbal and nonverbal actions and the use of props.

John. F. Callahan and L. H. Clark propose a scheme of role-play: goal-setting; definition of gaming situations that would meet the purpose; development of scenario; instructing participants of the game; analyzing and making recommendations for the future [3].

Due to its communicative orientation role-playing can be included at any stage of learning a foreign language. At the initial stage of studying vocabulary it will be presented in the form of gaming exercises that facilitate memorizing new words. At the final stage it will be presented by appropriate role plays and game situations, and will lead to the main goal of learning a new vocabulary – communication. Role play activities speaking skills in a situation when student is made to say something, to ask, to clarify, to prove. It helps students to make sure that language can be used as a means of communication. RPG activates the desire of students to contact each other creating conditions of equality in language partnership, breaks down traditional barriers between a teacher and a student.

Role-play can be moderately controlled, controlled scenario or free. Preparing for the moderately controlled game, students receive general information about the plot and their roles on which they prepare their individual role-assignments. Thus, the features of role behavior are known only by the performer. Another participants need to guess which model the behavior of their partner uses, and make the decision about their reaction [2].

Free role-playing game is a game during which participants are responsible for the massage. The teacher says only the theme of the game and the circumstances of communication. This type of play promotes individual and group skills of independent work on the subject. Students should not only determine their own topic and develop a scenario game, but then develop suitable material, search for information using recommended literature.

Preparing for the scenario game students develop a program script under the guidance of a teacher. They select the linguistic content for their roles in the mode of individual, pair or group work. It helps to form skills of the collective educational activity, identify problem situations and find additional information on the topic.

To sum up, role-plays brought a number of benefits to learning process for they enabled students to practice the target language, interact with each other and explore their imagination in an authentic way. This, in turn, activates thought processes of students and increases motivation for learning a foreign language. Thus, the game method is one of the most effective methods of learning a foreign language.

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