



ROLE PLAY IS A METHOD OF TEACHING AND PROMOTE CRITICAL THINKING OF STUDENTS

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ABSTRACT

Promoting of critical thinking of students involves asking students questions and understanding of the problem that needs to be solved. Critical thinking is social in nature, since every thought is tested and honed when it is shared with others. This technique increases the involvement of students in the implementation of group decisions. Critical thinking is individual and independent, each generates its own ideas, formulates its own assessments and beliefs independently of the others, finds its own solution to the problem and supports it with convincing reason.

Role play is a method of teaching and educating a person. It is useful because it allows its participants to reveal themselves. There are various forms of work that involve the development of critical thinking in students: essay, essay-reasoning, discussion, dialogue, role-playing, etc. Role play is used to solve complex of tasks. It helps in mastering and retention a new material develops creative abilities, forms general educational skills, enables students to understand and study the material from various positions. This is a very interesting creative potential. Each team member is the creator of his character, which can influence the development of the game in general and the actions of other characters. A special place is occupied by the technology of research, when students come to a high level of knowledge, independent activity and development of a new problem vision, mastering research procedures. A generalized basic model within the framework of the study is a model of learning as a creative search: from seeing and posing a problem to hypothesizing, testing, cognitive reflection on the results and the process of cognition. Variants of the research model are game modeling, discussion, interviewing, problem solving. The use of elements of intensive training, but not at the expense of additional hours on the subject, but by selecting methods and techniques, allows students to be "immersed" in a foreign language environment where it is possible not only to speak, but also to think in English. For the development of intercultural communication skills, it is important to give students a full range of knowledge about the culture, customs and traditions of an English-speaking country so that students have an objective picture and can consciously choose a communication style. The student's own active life position is especially evident when comparing previously existing knowledge and concepts with newly acquired ones.

The group form of the organization of educational work at a foreign language lesson provides

a lot: it develops the ability to communicate, provides better conditions for the development of speaking skills, ensures the exchange of knowledge among students, fosters motivation for learning and strengthens interpersonal relationships.

A role-playing game can be used almost in the study of any topic, using the lexical and grammatical material of the curriculum. In addition, role play promotes the expansion of the associative base in the process of acquisition of the linguistic material, since the educational situation is built on the type of theatrical plays, which presupposes a description of the situation, the character of the actors and the relations between them. Behind every line of thought is a piece of modeled reality. Being a model of interpersonal communication, role-playing game calls for communication in a foreign language, providing personal, cognitive activity of schoolchildren. Role play can be regarded as the most accurate model of communication in a foreign language, as it is an imitation of reality in its most essential features, and in it, as in life, speech and non-verbal behavior of partners are interwoven. There is an increase in personal involvement with everything that happens. *In preparing the role-playing game, there can be distinguished the following stages:*

- Definition of the problem, topic, subject, content and educational goal of the game. The theme of the game is determined in accordance with the curriculum.
- Identification of the main stages of the role-playing game, factors predetermining the nature and dynamics of the game.
- Definition of the functions of its participants, the nature of interrelationship. It is necessary to design the activities of all participants in the game, describe the place and time, the location of the participants.
- Development of criteria for evaluating the results of the game.

Modeling situations of the dialogue of cultures in English lessons allows students to compare the peculiarities of the way of life of people in our country and the countries of the language being studied, helping them to better understand the culture of our country and developing their ability to represent it in English. Such an approach is possible only with the use of authentic textbooks. Ample opportunities to enhance the educational process provides the use of role-playing games. It is known that the role-playing game represents the conditional reproduction by its participants of the real practical activity of people, creates the conditions for real communication. The most effective way to solve these problems is the role play that reflects typical sociological situations and discussions, during which students learn to, argue their position. The effectiveness of training here is due primarily to the explosion of motivation, increased interest in the subject and work of students, maintain attention and interest in the subject, and develop speech. They make it possible not only to improve the knowledge gained, but also solve the problem of forming the experience of interaction between participants in the educational process

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