

## **ROLE-PLAYS IN FACILITATING ESP LEARNING**

*У роботі висвітлюються аспекти використання ігрового навчального моделювання при навчанні іноземної мови здобувачів освіти медичного ЗВО, який поєднує властивості й можливості різних форм і методів інтерактивного навчання, та передбачає імітаційну модель професійної і суспільної поведінки майбутнього фахівця.*

**Ключові слова:** іноземна мова, навчально-рольова гра, комунікативні вміння.

*This article discusses the significance of role-plays as an efficient pedagogical resource in improving the English language proficiency of medical students who are studying English as a foreign language at medical universities. Role-plays place emphasis on developing communication skills, acquiring medical terminology in English, and enhancing cultural competence.*

**Key words:** foreign language, educational role-play, communicative skills.

Globalization in healthcare necessitates that medical professionals possess both clinical expertise and efficient communication skills, particularly in English, which is the common language in international medicine. This is especially pertinent for medical students, as English may not be their first language. Traditional teaching methods may not provide students with the necessary linguistic and cultural proficiency. This article advocates integrating role-plays as a valuable pedagogical resource in medical education, specifically for students encountering the difficulties of learning medical English.

Effective communication is vital in healthcare settings, where medical professionals frequently collaborate across linguistic and cultural divisions. Proficiency in English is imperative for medical students who wish to access a wide range of international medical literature, take part in conferences, and undertake clinical placements in English-speaking countries.

It is widely accepted that effective communication cannot occur without adequate knowledge and execution of English in practical classes. A communicative-linguistic situation comprises circumstances, conditions and relationships that motivate interlocutors to engage in speech activity, shaping their conduct.

One way of establishing communicative situations during practical classes for medical students is through educational role-plays. These role-plays encourage active participation and exchange of knowledge, ideas and methods of activity during the simulation of different scenarios. Additionally, the role-plays facilitate collaborative problem-solving and project work. Cooperation during the learning process is of utmost importance, based on mutual understanding, interaction and learning amongst students, and involves leveraging their group experience and receiving mandatory feedback [2].

The application of educational role-playing games as an active teaching approach has been widely discussed in the field of language teaching methodologies [1, 3, 4, 5]. Scholars such as Yu.K. Babanskiy, O.I. Vishnevskaya, D.B. Elkonin, E.I. Passova, V.S. Loznitsa, G.V. Rogova, I.A. Kitaygorodska, O.B. Tarnopolskiy and others have examined various aspects of this instructional method. British scholars, such as V. Avz, D. Bettridge, K. Livingston, A. Maley, K. Allwright, and D. Hanfield, extensively researched the use of simulation and gaming in foreign language studies. Meanwhile, P. Henderson, D. Nestel, and G. Meyer examined the teaching of productive communication in medicine through professionally-oriented role-plays.

Role-play is commonly used in medical universities within the framework of "doctor-doctor", "doctor-patient", and "professor-student" interactions. Such educational activities enable students to understand the communicative purpose of linguistic and paralinguistic elements, their connection to behavior, activity, and social status, and provides practical opportunities to apply language tools and role behavior.

Medical students frequently struggle to attain the necessary level of English proficiency due to their limited exposure to authentic medical discourse, lack of practical experience, and educational methods that prioritize the rote memorisation of medical terminology over communicative capability.

The utilisation of role-plays involves a three-stage process: preparation, basics, and conclusion. In the preparatory stage, the educator ought to establish the volume of material for autonomous study by pupils during class-time or outside; pinpoint the types of activities necessitating specific consideration; appraise the exercises and tasks that contribute to activating the material.

Role-plays are characterized by fictitious scenarios wherein participants assume designated roles and engage in real-life situations. A dynamic and experiential learning environment enables students to hone their real-world communication skills in a controlled setting. Role-plays promote the development of vital communication skills, including active listening, empathy, and effective expression of medical information. Through realistic clinical scenarios, students can refine their ability to convey information to patients, colleagues, and other healthcare professionals.

Engaging in role-plays promotes the active usage and contextualisation of medical terminology. By utilising terminology in simulated clinical scenarios, learners strengthen their comprehension and retention of specific medical vocabulary.

Role-plays act as a platform for learners to navigate cultural subtleties, aiding in the development of cultural competency and awareness. This is vital for providing patient-centred care to a diverse patient demographic. By engaging in role-plays, students can practise empathetic communication, a crucial aspect of building trust and rapport with patients. They develop their ability to navigate complex emotions and difficult conversations within a supportive and controlled environment.

Structured exercises, case-based learning, and simulation scenarios that align with specific learning objectives should all be incorporated into role-plays. Effective communication between the educator and medical students is crucial for devising pertinent and appropriate role-play scenarios aligning with the medical syllabus. It is imperative to ensure that the scenarios are contextually relevant and facilitate the acquisition of necessary clinical skills. Consistency in using technical terms, passive tone and a logical flow of information should be maintained throughout the text.

The effectiveness of using educational role-plays is determined by various pedagogical conditions during the training process. These conditions include conducting various types of role-plays sequentially, ensuring students' communicative preparation, considering the phase and strategy of teaching, employing role-play modeling, encouraging partnership interaction and cooperation among all participants, and promoting dialogical and polylogical forms of communication between students and the teacher.

It has been identified that role-plays provide a dynamic and experiential learning approach that tackles the particular hurdles medical students face in universities where English is a foreign language. Role-plays contribute significantly to students' holistic development in a multicultural and multilingual academic setting through developing communication abilities, acquiring medical terminology, and cultivating cultural sensitivity and empathy. Also, keep the language formal and avoid colloquial words, contractions, and informal expressions. Incorporating role-play exercises into the curriculum is essential in ensuring that upcoming healthcare professionals are adequately equipped to thrive in an increasingly globalised in the field of healthcare.

### References

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