

The effectiveness of using role-playing games to improve the speaking skills of university students

A eficácia do uso de jogos de interpretação de papéis para aprimorar as habilidades de fala de estudantes universitários

Eficacia de los juegos de rol para mejorar la expresión oral de los estudiantes universitarios

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Abstract: *The relevance of this study is determined by the need to improve the methods of developing speaking skills of students of higher educational institutions (HEIs), especially those studying Romance and Germanic languages (in particular, English and French). Role-playing games are gaining increasing importance as an interactive tool that allows students to practice language in real communicative situations. The aim of the study is to determine the effectiveness of using role-playing games to improve students' speaking skills. The research methods included observing students while performing role-playing games, testing, and comparing the results before and after applying the author's methodology during extracurricular activities. The obtained results showed that students in both groups demonstrated a significant improvement in confidence in communication, expanded vocabulary, and increased accuracy in the use of grammatical structures. The conclusions of the study confirm that role-playing games are an effective tool for developing speaking skills, but the methodology requires some adaptation depending on the specifics of the language. The academic novelty is the comparative analysis of the impact of role-playing games on students studying languages from different language groups. Research prospects include further development of methods for adapting role-playing games for other languages and contexts.*

Keywords: *Conversational skills. English. French. Interactive learning. Role-playing games. Teaching methodology*

Resumo: A relevância deste estudo é determinada pela necessidade de aprimorar os métodos de desenvolvimento das habilidades de fala dos alunos de instituições de ensino superior (IES), especialmente aqueles que estudam idiomas românicos e germânicos (em particular, inglês e francês). Os jogos de interpretação de papéis estão ganhando cada vez mais importância como uma ferramenta interativa que permite que os alunos pratiquem o idioma em situações reais de comunicação. O objetivo do estudo é determinar a eficácia do uso de jogos de interpretação de papéis para aprimorar as habilidades de fala dos alunos. Os métodos de pesquisa incluíram a observação dos alunos durante

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a realização de jogos de interpretação de papéis, testes e comparação dos resultados antes e depois da aplicação da metodologia do autor durante atividades extracurriculares. Os resultados obtidos mostraram que os alunos de ambos os grupos demonstraram uma melhora significativa na confiança na comunicação, vocabulário ampliado e maior precisão no uso de estruturas gramaticais. As conclusões do estudo confirmam que os jogos de interpretação de papéis são uma ferramenta eficaz para o desenvolvimento das habilidades de fala, mas a metodologia requer algumas adaptações, dependendo das especificidades do idioma. A novidade acadêmica é a análise comparativa do impacto dos jogos de interpretação de papéis em alunos que estudam idiomas de diferentes grupos linguísticos. As perspectivas de pesquisa incluem o desenvolvimento de métodos para a adaptação de jogos de interpretação de papéis para outros idiomas e contextos.

Palavras-chave: Aprendizagem interativa. Francês. Habilidades de conversação. Inglês. Jogos de interpretação de papéis. Metodologia de ensino.

Resumen: La relevancia de este estudio viene determinada por la necesidad de mejorar los métodos de desarrollo de las destrezas orales de los estudiantes de centros de enseñanza superior (IES), especialmente de aquellos que estudian lenguas románicas y germánicas (en particular, inglés y francés). Los juegos de rol están cobrando cada vez más importancia como herramienta interactiva que permite a los estudiantes practicar el idioma en situaciones comunicativas reales. El objetivo de este estudio es determinar la eficacia de los juegos de rol para mejorar la expresión oral de los alumnos. Los métodos de investigación incluyeron la observación de los estudiantes mientras realizaban juegos de rol, la realización de pruebas y la comparación de los resultados antes y después de aplicar la metodología del autor durante las actividades extraescolares. Los resultados obtenidos mostraron que los estudiantes de ambos grupos demostraron una mejora significativa de la confianza en la comunicación, una ampliación del vocabulario y una mayor precisión en el uso de estructuras gramaticales. Las conclusiones del estudio confirman que los juegos de rol son una herramienta eficaz para desarrollar las destrezas orales, pero la metodología requiere cierta adaptación en función de las especificidades del idioma. La novedad académica es el análisis comparativo del impacto de los juegos de rol en estudiantes de idiomas de distintos grupos lingüísticos. Las perspectivas de investigación pasan por seguir desarrollando métodos para adaptar los juegos de rol a otras lenguas y contextos.

Palabras clave: Aprendizaje interactivo. Francés. Habilidades de conversación. Inglés. Juegos de rol. Metodología didáctica.

1 INTRODUÇÃO

The modern education system is undergoing constant changes aimed at improving teaching methods to achieve higher results. One of the key aspects of successful foreign language learning is the development of students' speaking skills. The ability to communicate fluently in a foreign language is an important competence in a globalized world. However, many students, especially those learning English and French, have difficulties with communication. This is due to the lack of regular practice in real-life situations.

Role-playing games provide interactive cooperation between students and create an opportunity to practice various communicative situations. Despite the prevalence of role-playing games in teaching foreign languages, their effectiveness may vary depending on the language that students are learning. For example, the specifics of the French language, with its complex system of

phonetics and grammar, may require a different approach to conducting role-playing games than English. It is important to take into account not only linguistic features, but also the cultural context, as each language has its own characteristic features of communicative practices.

The study compares the effectiveness of using role-playing games to improve the speaking skills of students studying English and French. Attention is paid not only to linguistic aspects, but also to socio-cultural factors that influence the learning process. The aim of the study is to determine the effectiveness of using role-playing games to develop the speaking skills of students studying English and French at HEIs. The aim involved the fulfilment of the following empirical objectives:

- a) determine the initial level of development of speaking skills of students at the Faculty of Foreign Languages;
- b) apply the developed methodology for developing speaking skills through role-playing games online;

c) identify and describe changes in the level of students' speaking skills before and after the experiment.

2 LITERATURE REVIEW

The use of role-playing games in foreign language teaching has become an effective tool for developing students' communicative skills. For example, Raimbekova and Muratbek (2023) indicate that role-playing games promote active students' involvement and provide an opportunity to master the language in various social contexts. A similar conclusion was also made by Yarmatova and Yusupova (2022), who noted an increase in students' motivation and activity during such classes. At the same time, Flemons (2022) emphasizes that role-playing games are not always equally effective for students with different levels of preparation. In his opinion, beginners may encounter difficulties due to insufficient language stock, which limits their participation in the game.

Torres-Rodríguez and Martínez-Granada (2022) in their study consider board role-playing games as a tool for improving communicative competence in the foreign language classroom, emphasizing the positive impact of the game on lexical diversity and grammatical accuracy. In contrast, Raimbekova and Muratbek (2023) note that although role-playing games are useful, their impact on the development of grammatical skills requires further research. Agreeing with this, Yarmatova and Yusupova (2022) believe that role-playing games contribute more to the development of speaking skills, while grammatical structures are better learned through traditional teaching methods.

Role-playing games stimulate students' active participation in the learning process, providing them with the opportunity to exercise their language skills in different social contexts. Studies (Henisah et al., 2023; DWI and LOLITA, 2023; BROVKINA and TURCHYN, 2023) demonstrate that students who actively engage in role-playing games show significant improvements in language proficiency, including lexical variety, grammatical accuracy, and general communicative competence, as well

as increased students' motivation to learn foreign languages (Khamouja et al., 2023; WUL-ANDARI et al., 2019).

Role-playing games have taken on new forms in view of modern challenges, in particular the adaptation to the online format of learning due to the pandemic (Aliah, 2022; Satria; [Herumurti](#), 2021; Kusuma et al.). In terms of adaptation to new learning conditions, in particular the distance format, the study by Sitanggang et al. (2023) as well as the study by Troussas et al. (2020) demonstrates the effectiveness of online platforms for conducting role-playing games, confirming that interactive technologies allow maintaining the positive effect of this method even in remote learning. Liontas (2021) complements this research by analysing the use of augmented reality (AR) in teaching, which enables creating simulation environments to enhance student interest. Flemons (2022) also notes the positive impact of digital platforms. However, he notes that online role-playing games may not always fully replace live communication, especially in the context of developing intercultural competence.

As for intercultural learning, Kovtun and [Ihnatenko](#) (2020) and Chastnyk et al. (2021) note that role-playing games contribute to a deeper understanding of intercultural aspects through the simulation of real-life situations, which is especially important in the context of globalization. At the same time, Pérez-Alvarez (2024) notes that even when properly organized, role-playing games can reproduce cultural stereotypes, which requires a careful approach when developing educational materials. However, in the context of using role-playing games to develop conversational skills in Romance and Germanic languages, in particular, have not been sufficiently studied. The study of English as part of the Germanic group has received some attention. In particular, in the works of Ukrainian researchers such as Bulharu and Radius (2023) and Yablokov (2021), the study of the impact of role-playing games on the development of communicative competence within other language groups, such as French or Spanish, is limited.

However, Romance and Germanic languages have not been sufficiently studied in the context of using role-playing games to develop speaking skills. English as part of the Germanic group has been studied in certain aspects. In particular, in the works of Ukrainian researchers such as Bulharu and Radius (2023) and Yablokov (2021), the study of the impact of role-playing games on the development of communicative competence within other language groups such as French or Spanish is limited.

A critical review of the literature reveals that role-playing is an important tool for improving language skills, but its effectiveness depends significantly on the context and students' level of preparation. Further research should focus on optimizing methods for different skill levels and cultural contexts, as well as on developing digital tools that could enrich the distance learning process.

3 METHODS AND MATERIALS

The study was conducted in three stages: preparatory, main, and final. Practical work took place at the Faculty of Foreign Languages at one of the Ukrainian universities. Students studying English and French took part in the study. The study lasted for four months of the academic year. The students were selected based on their level of language proficiency and willingness to participate in the study.

At the preparatory stage (05.09.2023 – 10.09.2023), the goal was to identify the initial level of students' mastery of lexical and stylistic means for creating a comic effect in a prose text. Preliminary testing was conducted for this purpose, during which students were asked to analyse excerpts from English and French texts with examples of comic effect, as well as create their own texts using appropriate stylistic means. The levels of understanding and application of stylistic techniques, such as irony, hyperbole, sarcasm, language play, etc., were used as evaluation criteria.

During the main phase of the study (15.09.2023 – 15.10.2023), students participated in a series of role-playing games and ex-

ercises aimed at improving their skills in analysing and using linguo-stylistic devices. Students were asked to conduct a comparative analysis of English and French texts, in particular prose that contain elements of comic effect, as well as create their own excerpts using these devices.

The final stage (01/16/2023 – 01/31/2023) included re-testing to determine changes in understanding and ability to use stylistic devices to create a comic effect. Students also filled out questionnaires assessing their skills, impressions of the learning process, and the level of development of linguistic stylistic abilities.

3.1 RESEARCH METHODS

Observing students as they performed role-plays and analytical tasks helped to collect qualitative data on their ability to recognize and use comic devices in texts. The teachers who observed the students recorded how the participants responded to different stylistic devices and how effectively they used them in their own writing.

Testing was conducted remotely via the Google Meet platform. Tests were conducted in two stages: before the start and after the completion of practical tasks. The first test was aimed at assessing students' initial knowledge and skills in using stylistic devices to create a comic effect in texts in English and French. The second test was aimed at identifying changes in knowledge and skills after practical work. Testing of dialogic skills in students studying English and French included three levels of students' skills.

High level:

- ability to easily engage in conversation in English or French;
- speech is expressive, emotionally coloured, and adapted to the context;
- ability to clearly and correctly organize speech (grammatically, lexically, and phonetically);
- quick and adequate reaction to the interlocutor's remarks, using appropriate stylistic techniques.

Medium level:

- ability to engage in conversation, but not always fluently;
- speech is moderately emotionally coloured, sometimes expressiveness is lost;
- difficulties arise with organizing speech at the level of vocabulary, grammar, and phonetics;
- reaction to the interlocutor's remarks is sometimes slowed down or inaccurate.

Low level:

- difficulty engaging in conversation in English or French;
- speech is emotionally inexpressive, lacks confidence;
- significant difficulties with constructing grammatically correct and lexically rich statements;
- slow reaction to the interlocutor's remarks, often with errors or an incomprehensible answer.

Content analysis. This method was used to conduct a detailed analysis of excerpts from texts by English and French authors, in particular, such as Édouard Levé, Frédéric Beigbeder, Olivier Cadiot, Pascal Quignard, Éric Chevillard, and Jean-Philippe Toussaint. Content analysis allowed us to identify the main linguistic and stylistic devices used to create a comic effect, as well as to compare their effectiveness in English and French prose. The choice of these authors is explained by the fact that their works are characterized by an experimental approach to language and structure, often play with form and content, using irony, satire, and other means of creating a comic effect. They well reflect the trends of modern literature in France and the English-speaking world, which gives grounds to explore how the comic effect is achieved in different cultural and linguistic contexts.

Comic effect was chosen as the object of study because of its ability to reveal deep social, cultural, and psychological aspects of the text. Humour is a multi-aspect phenomenon that can be achieved through various linguistic means, such as wordplay, paradox, hyperbole, allusion, etc. Besides, the study of comic effect identifies cultural differences and peculiarities of perception, as different linguistic traditions

have their own unique ways of creating comic situations and texts.

3.2 SAMPLE

The study involved 30 students from the Faculty of Foreign Languages. The choice of the number of participants was determined by the need to maintain representativeness and the possibility of a guided analysis of the results. The age range of the students was 18–22 years, which corresponds to the typical age for undergraduate students. In terms of gender, the study was dominated by women (approximately 70%), which is also typical for students of linguistic faculties.

Limiting the sample to 30 students is sufficient to obtain representative results given the specifics of the study. This number of participants enabled covering different levels of language training (beginner, intermediate and advanced levels), which provided the opportunity to assess the effectiveness of role-playing games in improving speaking skills at different stages of training.

Student selection was voluntary, but participants had to meet certain criteria: access to a stable internet connection (to participate in online lessons), a level of interest in improving their speaking skills, and a willingness to participate in additional extracurricular activities. The representativeness of the data was ensured through including students with different levels of language proficiency in the sample for comparing their achievements depending on their initial language skills.

The war and the need to switch to an online format necessitated to select those students who had access to the internet and were willing to actively participate in additional classes. So, maximum participation was ensured without compromising student safety. In online learning, a group of up to 30 people is optimal, as it enables maintaining the level of involvement and management of the process, reducing the risk of problems with technical support or insufficient attention to participants. Students were selected based on the following criteria:

Language proficiency. The sample included students with different levels of foreign language proficiency (high, medium, low) in order to assess the effectiveness of the programme using role-playing games for all categories of participants. This helped to identify which aspects of the programme may be more or less effective for different levels of training.

Interest in the programme. All participants expressed a desire to improve their speaking skills, which enhanced their learning motivation and, as a result, contributed to active participation in classes.

Experience in teaching. The selected students had basic experience in learning English and/or French, which provided a basis for the application of new methods and approaches, such as role-playing games.

The number of 30 students was chosen to create a balanced group, which included both more experienced participants and beginners. This provided a dynamic atmosphere during the lessons and interaction between participants, which was important for conducting role-playing games. Thanks to this sample, the study assessed not only the general level of language skills development, but also the specific impact of role-playing games on various

aspects of language learning.

3.3 INSTRUMENTS

The tests were used to assess the level of speaking skills of university students. Role-playing games and text analysis. Adapted role-playing games and tasks on the analysis of modern English and French texts containing examples of comic effect were used to improve students' skills. SPSS software was used for statistical processing of the obtained data in order to identify statistically significant changes in students' knowledge and skills.

4 RESULTS

The results of the initial stage of the study show that the level of development of dialogic speech skills and the level of students' preparation for oral communication was below average. The following indicators of the level of development of the dialogic skills of students who studied English and French were revealed during the study: 20% of students have a high level of dialogic skills, 40% of students – a medium level, and 40% – a low level (Table 1).

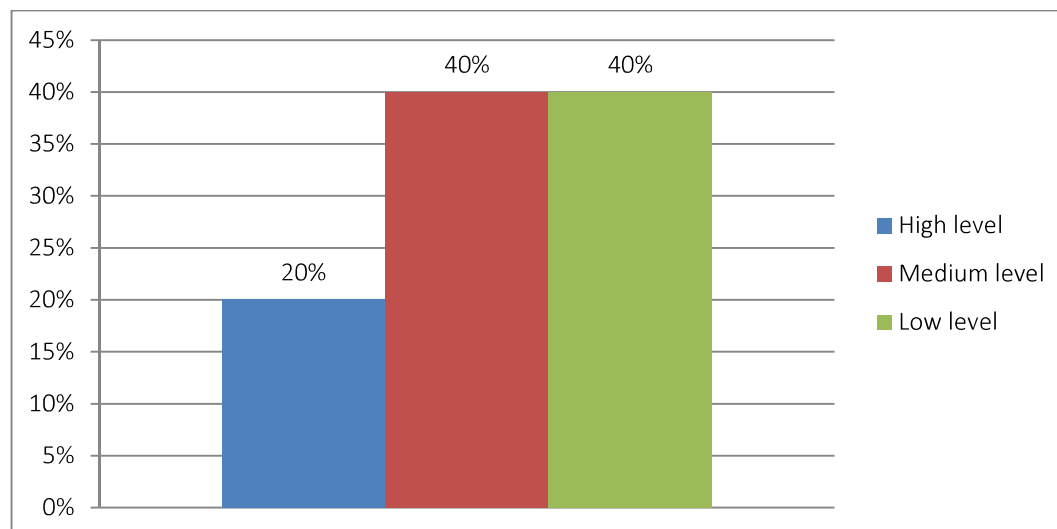
Table 1 – Levels of development of conversation skills of university students (according to the results of the pre-experimental test)

Level of development of speaking skills	Number of students	Percentage (%)	Indicators (Skills)
High	6	20%	High quality of performing communicative tasks, good vocabulary, correct grammatical structure, clear pronunciation
Medium	12	40%	Satisfactory solving communicative tasks, moderate vocabulary, grammatical errors, general clarity of pronunciation
Low	12	40%	Low quality of performing communicative tasks, limited vocabulary, numerous grammatical errors, pronunciation difficulties
Total	30	100%	

Source: Developed by the authors (2025).

After conducting the study, we processed the results and entered the data into a table for further analysis (Figure 1).

Figure 1 – Levels of development of speaking skills of university students at the preparatory stage



Source: Developed by the authors (2025).

The reasons for such results are the reduced students' motivation to learn foreign languages (students are not interested in learning the language, and they do not understand its importance), an insufficient level of preparedness (lack of vocabulary to reveal a particular topic), as well as fear of difficulties (students are shy and afraid to make mistakes or speak in front of the whole group). The goal of the main stage of the study was to develop role-playing games, taking into account the level of students' preparedness, and also to include special exercises aimed at building dialogic skills (microdialogues, microgames) at the preparatory stage.

Working with the learning material for English and French, we adjusted the tasks of the learning materials and developed situations that simulated real communicative conditions and corresponded to the subtopics of the studied section. Consideration of the students' personal interests was an important factor in the development of role-playing games. Games were also created to semantize vocabulary and demonstrate the functions of grammatical constructions, which used facts from the students' lives, their limited life ex-

perience, and also offered tasks that directed students' attention to the content of the statement.

When developing the role-playing games, we sought to expand the issue under research by integrating excerpts from contemporary English and French prose works, such as the works of Édouard Levé, Frédéric Beigbeder, Olivier Cadiot, Pascal Quignard, Éric Chevillard, and Jean-Philippe Toussaint. This approach enabled not only to involve already studied materials, but also to increase the authenticity of linguistic communication. The inclusion of excerpts from works with a comic effect helped to overcome the conventionality of communication, as students learned to analyse and use stylistic devices in real contexts. The main attention was paid to two aspects: which lexical-stylistic subtopics would be discussed and how the previously studied related materials could be integrated into new situations to improve speaking.

We focused on listening to texts and demonstrating sample dialogues throughout the entire process of teaching speaking skills. The main goal of using the role-playing method was to create communication situations dur-

ing the lesson. After determining the subtopic, we selected the necessary lexical and grammatical material, and also created conditions for role-playing: we prepared audio recordings, illustrations, and set communicative tasks for students. This was followed by direct role-playing and discussion.

We noticed during experimental and practical work that systematically and deliberately created role-playing games in the context of problem situations are of great importance for teaching unprepared oral speech. Such games stimulate the emergence of a motive for expression, activate thinking, and contribute to the development of speech skills. Such problem situations were created through the use of various sources of information and support, both verbal and non-verbal.

A total of 12 classes were held over two months (09/15/2023 – 11/15/2023). The classes were held online because of the war, with an emphasis on role-playing games and analysis of excerpts from works.

During the course – from September 15, 2023 to November 15, 2023 – students had the opportunity to delve deeply into the world of linguo-stylistic devices used to create a comic effect in English and French prose. Thanks to the combination of theoretical knowledge and practical exercises, in particular through role-playing games, students achieved several im-

portant learning objectives. Students learned to analyse excerpts from texts by prominent authors such as Édouard Levé, Frédéric Beigbeder, etc., identifying linguo-stylistic devices that create a comic effect. During the classes, students practiced the use of irony, sarcasm, hyperbole, and language play, which gave them the opportunity to understand more deeply how these devices can affect the perception of the text. The role-playing games made it possible for the students to actively practice oral speech, creating comic situations based on the studied material. This not only helped to develop speaking skills, but also improved their ability to improvise and think critically. Group discussions and collaborative project work stimulated teamwork and collaboration among students, which is important for developing social skills. At the end of the course, students had the opportunity to reflect on their achievements, identify areas for improvement, and receive feedback from their peers. This helped to improve their ability to learn independently and develop themselves.

In general, the course provided students with not only theoretical knowledge, but also practical skills that they can use in their further studies and professional activities, and also contributed to their personal development in the modern world. After conducting the work, we processed the results and entered the data into Table 2.

Table 2 – Levels of development of speaking skills of university students (according to the results of the post-experimental test)

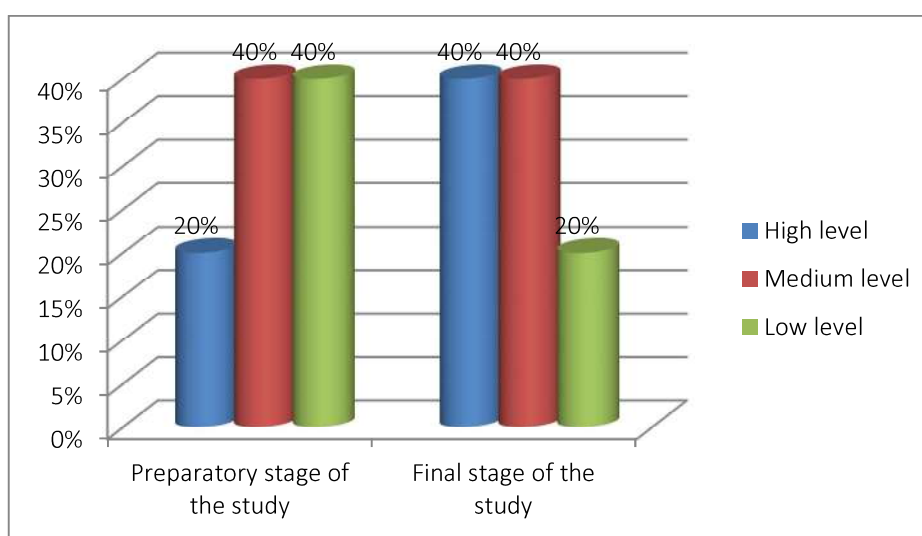
Level of development of speaking skills	Number of students	Percentage (%)	Indicators (Skills)
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Medium	12	40%	Satisfactory performing communicative tasks, moderate vocabulary, grammatical errors, general clarity of pronunciation
Low	6	40%	Low quality of performing communicative tasks, limited vocabulary, numerous grammatical errors, pronunciation difficulties
Total	30	100%	

Source: Developed by the authors (2025).

The obtained results in percentage are shown in Figure 2. Upon completion of the experimental programme, 12 students (40% of the total number) achieved a high level of development of speaking skills. This indicates that the students became more confident in performing communicative tasks. They demonstrated the ability not only to perform the assigned language tasks, but also to do it with high quality. A large vocabulary allowed them

to freely express their thoughts, and correct grammatical structure ensured the clarity and accuracy of statements. Clear pronunciation increased the overall effectiveness of communication, which is especially important in the context of globalization and intercultural communication. Involvement in role-playing games stimulated them to actively participate and use the language in real situations, which further consolidated what was learned.

Figure 2 – Comparative analysis of the level of development of speaking skills of university students at the preparatory and final stages



Source: Developed by the authors (2025).

A medium level of development of speaking skills was observed in 12 students (also 40% of the total number). This indicates that these students have satisfactory verbal communication skills, but still need to be improved. They are able to perform communicative tasks, although with moderate efforts. The students demonstrated a sufficient vocabulary, but still make some grammatical errors that may interfere with the accuracy of their statements. The general intelligibility of their pronunciation indicates that they can be understood by the interlocutor, but sometimes their speech may not be completely clear. The use of role-playing games helped these students to gain confidence in communication, as well as consolidate the knowledge gained in classes. This process of enhancing motivation and active participa-

tion in learning became an important factor in their development.

Only 6 students (20% of the total) retained a low level of speaking skills. This indicates that, despite participating in the programme, they still lack the skills for effective communication. The low quality of performing communicative tasks, limited vocabulary, numerous grammatical errors and difficulties with pronunciation are signs that these students have not yet been able to fully benefit from the role-playing games. However, it is important to note that a certain dynamic of development was observed even in this group, and further work on their skills may lead to improved results in the future. Role-playing games in this case could serve as a motivational factor to improve their participation in learning, but an additional individual approach may be required to achieve noticeable results.

4.1 LIMITATIONS

In modern pedagogy, role-playing games are considered an important method of active foreign language learning. Aliah's (2022) study emphasizes that the use of role-playing games increases students' interest in learning English, which is especially relevant in the online format because of the COVID-19 pandemic. This correlates with our results, which indicate that students involved in interactive methods demonstrate greater motivation and activity in the learning process, especially in the context of the war in Ukraine.

The Bisinger's (2021) study indicates that role-playing effectively promotes the development of speaking skills, which confirms our observations of students' improved speaking skills. However, insufficient preparation of teachers for the implementation of role-playing can lead to their ineffectiveness, contradicting optimistic conclusions about their universality. The Dwi and Lolita's (2023) study also confirms the effectiveness of role-playing in improving the speaking skills of EFL students. However, we observed that their effect depends on the level of students' preparedness and the learning context. In our sample, students with different levels of knowledge showed different abilities to adapt to this method. In contrast to Aliah (2022) and Dwi and Lolita (2023), the Pérez-Alvarez's (2024) study focuses on the effect of role-playing exercises on speaking confidence. This supports our findings of the positive effect of self-confidence on speaking performance. However, our results suggest that other factors, such as emotional state and social support, also significantly affect students' confidence.

The Kostikova et al.'s (2019) study emphasizes the importance of role-playing in professional learning, which is consistent with our findings on the effectiveness of this method for students preparing for professional activities. However, insufficient implementation of role-playing in practical classes can lead to a loss of interest among students. Maghmoul and Gherib (2019) demonstrate how role-playing can motivate students in French classes, but our

study indicates that student motivation does not always increase because of uneven levels of preparation and a lack of a supportive learning environment.

Perdomo and Rojas (2019) examine the potential of gamification in language teaching, which has something in common with Liontas' (2020) findings on the importance of interactivity. Our study confirms that gamification combined with role-playing games can significantly improve learning outcomes. However, this method may not produce the expected results without proper teacher training. Liontas (2022) emphasizes that the use of games in language teaching has a positive effect on student engagement. This is supported by our observations of significant improvements in the learning process, but the implementation required careful training on the part of teachers.

Aleksieieva's (2019) work explores role-playing and business games in economic education, noting their positive impact on activating learning. This is consistent with our findings that game methods promote interactivity, but students consider not only game activities important, but also their connection to real-life situations.

Baranova (2023) points to games as a powerful tool in the foreign language learning process, but our results show that not all formats are equally effective, especially for students with different levels of preparation. Vasylenko (2019) focuses on role-playing games in teaching foreigners, confirming the need to adapt teaching methods to the characteristics of the audience. Oliinyk (2020) points to business games as a model of cognitive activity, which confirms our data on role-playing games in the study of specific subjects. At the same time, the success of such games requires proper organization and preparation.

The findings of various authors are consistent with our observations that role-playing is an effective method in teaching foreign languages. However, their success depends on a number of factors, including the teachers' preparedness, the level of students' knowledge, and the context of learning. Studies that

confirm the positive impact of role-playing on language skills should be supplemented by an analysis of the conditions of their implementation in order to better understand the limitations and potential of these methods in the educational process.

5 CONCLUSIONS

So, the introduction of a programme using role-playing games into the educational process led to significant positive changes in the development of students' speaking skills. Increased number of students who reached a high level to 40% and maintaining a similar indicator at the medium level indicates the effectiveness of the selected methods. At the same time, 20% of students who retained a low level demonstrate the need for further support and development, which indicates the need for individualization of the approach to learning. In general, role-playing games have become a powerful tool that has activated the educational process, motivated students to learn the language, and contributed to the development of their communicative abilities.

The academic novelty of the conducted is studying the effectiveness of using role-playing games as an innovative method of teaching foreign languages in the context of higher education in Ukraine. The study reveals the features of interactive methods in the development of language skills, comparing the results of traditional approaches with interactive ones, which gave grounds to identify new ways to improve the educational process. It also analyses the impact of socio-cultural factors, in particular war, on the educational process, which is relevant in the current conditions. The practical value of the study is the developed effective training programme that can be implemented in the educational process to increase the level of foreign language proficiency. As an element of educational activity, role-playing games provide not only the development of communication skills, but also enhance students' motivation to learn the language. The results of the study can be used by teachers to create new courses and methodological

recommendations, as well as to improve the quality of teaching in distance learning. This programme can be adapted for other subjects, which indicates its versatility and potential for widespread implementation in educational institutions.

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