ROLE PLAY AND DUBBING: INTERACTIVE METHODS

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Abstract. The interactive methods in the foreign language teaching process such as role play and dubbing of a film that are very motivating, prepare for situations of real communication in a foreign language and become indispensable for perfecting a speech are considered. The examples of scenarios are given and the technology that integrates students into the world of translation and cinematography is analysed.

Role play is considered both a word, a game and an educational activity. The purpose of a role play in an educational activity is defined as the training and development of the student's speech and skills. Two main groups are studied: free role play and controlled role play.

The difference between a controlled role play and a free game is expressed in the presence of a speech model, a given algorithm of actions, a vocabulary given by the teacher. There are three stages of the role play: the preparation, the course of the game and the final. The most important step is the running of the game. The group is divided into two subgroups of three to four people, the subject of the role play is chosen, the roles are divided according to the needs taken into account and according to knowledge and personal qualities of students. The control and analysis of the game
is the final step, which is performed at the end of the lesson or the following courses, depending on the complexity of the game. Then, three modes of the dubbing technology of a film are considered: the subtitles, the vocal translation that can be: polyphonic, two-voice and monophonic, and the voice off. Advantages of these technologies are cited and conclusions are drawn on various pedagogical technologies that can be used to teach a foreign language in a university. Non-traditional methods, such as role playing and dubbing, are found to be effective because mastery of the skills is present at all stages of language proficiency. **Keywords:** role play, dubbing, educational technology, translation, foreign language

**Introduction**

With the application of innovative technologies in the process of teaching foreign languages, interactive techniques become essential, modern educational technologies are improved and developed.

Educational technology – system of the totality and functioning of all the personal, instrumental and methodological tools used to achieve educational objectives (Clarin M.V., 1995: 28).

Interactive technologies and methods are becoming more and more popular. For example, "talking audiobooks" technology, natural communication technology, "radio station" technology, role playing, etc.

**Goals**

The study of role-playing and dubbing of films as interactive methods.

**Methodology**

Comparative analysis, centralization of data.

We start with role play because it is one of the most effective methods of teaching a foreign language.

Role play is considered to be the student's spontaneous behavior, his perception of the behavior of other people participating in a hypothetical situation.
A role play is considered to be both a word, a game and an educational activity. From the students' point of view, role playing appears to be a game in which they play certain roles. Students are not aware of the educational nature of the game. Teachers, on the contrary, believe that role-playing is a form of teaching dialogue. The purpose of a role play in an educational activity is defined as the training and development of the pupil's speech and skills. The teacher is clearly aware of its educational nature. The main characteristics of a role-playing game are the presence of the underlying problem, certain characters / roles having a different relation to the problem discussed, a certain situation containing the conditions of a cognitive conflict (Galskova N.D., Gez N.I., 2008: 218).

Role plays are divided into two main groups: free role play and controlled role play (Semenova T.V., Semenova M.V., 2005: 18). Free role play gives students the opportunity to independently choose vocabulary and form of communication. In the process of working in various groups, the students divide the roles between them. The teacher defines the subject and talks about the expected outcome of the game. During the game, the teacher plays the role of observer and draws conclusions on the level of preparation of the students.

A controlled role play is built on the basis of a dialogue or a text. Students read the speech model by role, after that they organize the dialogue and start improvising according to the model. During a controlled role play, the teacher must completely plan and control the behavior and the aftershocks of the students. It should be noted that the difference between a controlled role play and a free play is expressed in the presence of a speech model, a given algorithm of actions, a vocabulary given by the teacher.

A role play distinguishes three stages: preparation, progress of the game and the final (control) (Galskova N.D., Gez N.I., 2008: 218). The preparatory phase appears as an independent and preparatory work for the teacher and the students. The teacher selects the subject, formulates the problem, selects and repeats certain
linguistic tools, clarifies the time, place, number of participants, their personal characteristics, prepares the attributes of the game (visual aids, cards), clarifies the purpose of the game and the expected end result. Students find additional information on the subject under study, repeat language formulas and vocabulary on the subject.

The most important step is the course of the game. First of all, it is necessary to divide the group into two subgroups of three to four people, depending on the number of students. Second, we choose the subject of the role play. Topics for discussion can be topics from a textbook, various articles in magazines and newspapers, movies, paintings, or a series of drawings. Thirdly, the roles are distributed according to the needs taken into account and according to the knowledge and personal qualities of the students.

The control and analysis of the game constitutes the final step, which is carried out at the end of the lesson or during the following lessons, depending on the complexity of the game. From the point of view of psychologists, an exchange of opinions on its success, on difficult or most successful times may be a more appropriate form of this stage.

The role play will certainly be successful in classes where students are used to this type of work, in pairs or in groups. However, in classes that are constantly working under the guidance of a teacher, introducing role plays into the lesson plan will be a relatively complex process. In these courses, you must first diversify the types of group work, give homework in the form of clear and detailed instructions, diversify the composition of the pairs so that the students get used to working with different interlocutors. Let's take an exemplary scenario for a role-playing game on the theme "Sports".

The aim of the game is to consolidate lexical material on the subject of "Sport" and to define the value of a healthy lifestyle. First we introduce the words, then scenarios to develop.

Lexicon:
- winter sports (m): skating (m), skiing (m), sledging (f);
- summer sport (m): race (f), tennis (m), rowing (m), football (m);
- playing sports, playing sports;
- fortify health;
- be in good shape;
- win, lose, rank first;
- score the goal, make a pass;
- supporter (m), passionate;
- applaud, shout, whistle, howl.

**Scenario № 1 (for 2-3 people):**
Pierre Duval wants to go to the stadium to watch a football match. He offers his brother and grandfather to go together. But his father doesn't like stadiums, because you whistle and shout at them. He prefers to watch the matches on TV. His grandfather doesn't like football, he prefers to play chess or sleep in his chair.

**Scenario № 2 (for 3-5 people):**
Aline Duval wants to play sports to lose weight. She doesn't know which sport to choose, she listens to the advice of her mother and grandmother. They offer him swimming, figure skating, etc. But Aline is too lazy to train every day (Kalimullina O.V., 2003: 19).
By taking the example of this role play, it is obvious that during work, the principles of teamwork, practicality, competitiveness, maximum employment of each student and unlimited perspectives of creative activities are important. The role play is very motivating and prepares for real communication situations in a foreign language.

Besides role-playing, we should also note the equally effective interactive technology called "Dubbing of the film". This technology aims to immerse students in the world of translation and cinematography.

In Russia, as in world practice, translation can be done in three ways.
1) Subtitles – they are a textual accompaniment to the video, can be both in the original language and translated.
2) The film copy is already a voice translation of a film product. The film dubbing can be:
• Polyphonic – this translation option allows you to dub a specific character in a film or a cartoon by a person.
• Two voices – only two people are involved in the translation: a student performs all female roles, a student - all male roles. This type of duplication is mainly used for the translation of television series. It should be noted that at the Faculty of Foreign Languages and International Communication, there is a shortage of young men. In general, female students also play male roles.
• Monophonic - one person voices all the characters in the film.
An important feature of dubbing is that students should not just read the translated text, but do so in a way that achieves the articulation and facial expressions of their heroes on the screen as much as possible.
Qualitative duplication also involves selecting students who match the age of the voice and the temperament of their characters.
Finally, 3) the third version of the translation of a foreign film is the voiceover.
Voice, like duplication, is also a voice translation, but in this case the students' speech is superimposed on the original audio track (with the help of additional video moderator applications, the students edit the film). Unlike duplication, voice translation is often used in voice, it is mainly used in documentaries or television shows.
Thus, the work of creating an expressed film can be divided into several stages. In a study room (called Recording Studio), students choose a piece of film or series to express with their teacher. Then the students are divided into 3 groups: the first group prepares subtitles in a foreign language (for this they listen to the original several times), the second group translates these subtitles into Russian, and the third group duplicates roles.
After that, as homework, students overlay subtitles and a voice track on the original, so a new film product is obtained.
Results
Students from the Faculty of Foreign Languages and International Communication performed more than 30 film fragments and more than 100 role plays.
Conclusion

So, this technology allows you to:
- Create a model of natural communication in the classroom;
- Original idea: students can immerse themselves in the world of cinematography and feel like real translators, athletes;
- View and listen to your work at any convenient time and in any convenient location;
- Efficiency of technology (increasing motivation to learn a foreign language, improving pronunciation and diction, developing speech, speeding up the pace of speech - a general trend observed in more than 50 students);
- Affordable reproducibility of technology in the same educational institutions.

Various teaching technologies can be used to teach a foreign language in a university, but it should be noted that non-traditional methods, namely intensive and interactive, such as role-playing and translation, dubbing of films, are effective and promising, because mastery of speech is present at all stages of language mastery, it is fundamental and necessary for successful communication and also makes it possible to implement the basic conceptual and paradigmatic approaches to learning in general.

References