

# APPLYING ROLE-PLAY METHOD IN TEACHING TO IMPROVE THE PEDAGOGICAL CAPABILITY OF TECHNICAL PEDAGOGICAL STUDENT'S

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## ABSTRACT

*Role-play method of teaching is a way of organizing students to participate in solving a case of learning contents associated with real life. In which learners have the opportunity to create knowledge by solving practical situations. An innovative teaching method in this article is introduced by the author to help students to take the proactive and experience acting roles to achieve learning objectives and curricula according to CDIO model as well as meeting the requirements of society. It is to build and perfect the process of organizing role-play methods to bring high efficiency in the teaching process. It is to apply the role play method in teaching the module of pedagogical communication to enhance the pedagogical capacity of technical pedagogy students.*

**Keywords:** role – play method, pedagogical communication, pedagogical capacity, knowledge creation, innovative teaching methods.

## 1. INTRODUCTION

Pedagogical capacity is an integral part of the general structure of the teacher's personality. The enhancement of pedagogical capacity plays an important role in improving the professional quality and capacity of student teachers and is a leverage contributing to performance of the training task of teachers with high-quality vocational teaching teachers and completely

fulfilling the requirements of educational innovation.

Pedagogic capacities of students can be formed through a number of the following pathways:

**The first pathway:** Through learning activities in courses on Psychology, Education, Pedagogy Communication and Teaching Methods of Department, etc., students are self-conscious, active, and proactive in occupying knowledge to form and develop pedagogical competencies. This is one of the most important and fundamental pathways.

**The second pathway:** It is through hours of discussion, team work and teaching practice.

**The second pathway:** It is through practical activities, pedagogical observation, pedagogical practice at schools.

In the first pathway, recent research results have showed that students' ability to acquire and apply lessons increases when they are active learning. In innovative teaching methods, learners, objects of teaching activities and subjects of learning activities, are attracted to active learning activities organized and instructed by teachers, through that, learners themselves discover issues they do not know and not passively absorb the knowledge arranged by teachers. Placed in real life situations, learners can learn experiences, directly observe, discuss, do experiments, and solve posed problems according to their ways of thinking, just through individual work and teamwork, thereby gaining new knowledge, new skills, and promoting creative

potential. Some innovative teaching methods such as Brainstorming methods; method of thinking - in pairs - sharing; problem-based learning method; method of group activities; Role play method [1].

## 2. ROLE PLAY METHOD

### The concept of a role-playing method

Role play is a method of organizing students to practice "try performance " of some certain behaviors in a hypothetical situation.

This is a teaching method to help students think deeply about a problem by focusing on a specific event that they observe. The performance is not the main part of this approach but the most important thing is the discussion after the performance.

The role-play method is a useful teaching tool because it helps to develop practical skills and professional academic knowledge. In addition, the role-play method is also directed to the needs of the students that they often prefer a hands-on approach to learning and broaden stakeholder negotiation through simulation experience.

Nature and characteristics of the role-play method

This is a simple yet very effective technique in teaching the basic concepts of human relationships and work to understand why individuals often respond to the way they normally do in different situations [2]

Therefore, its nature is the pedagogical machining of teachers and is the processing of the teaching contents into a suitable script for students to use that script to role-play.

Through that role-playing, students themselves explore and quickly acquire new knowledge and bring about a very high memory effect. By the role play, learners are allowed to do, observe and thus grasp the lesson firmly.

On the other hand, students will learn how to react under certain specific conditions during the role-playing process.

### Advantages and disadvantages of using the role play method

The role-play method is a very effective method in teaching as follows:

- Students are trained to practice behavioral skills and to express

attitudes in a safe environment before practicing in real context;

- This is a vivid method to connect theory with practice, especially in resolving more arising situations. Thereby, students learn many ways to deal with diverse and complex daily situations in life;
- It causes students' excitement and attention;
- It creates opportunities for students to form communication skills and to express emotions and attitudes before others;
- It creates conditions to develop students' creativity;
- It can immediately see the impact and effect of the words or actions of the acting role.

### Disadvantages

However, besides its advantages, the role-play method also exists the following limitations:

Firstly, the role-play situations in the role-play method are often unstructured in terms of learning content patterns. Therefore, the transmission of a pre-molded knowledge system will be more difficult if it is only use of this method;

Secondly, a major limitation of the role play such as the shy, passive and timid psychology and learners' low vocabulary quantity can reduce the effectiveness of the method;

Thirdly, to perform an acting role, it usually takes a lot of time to prepare and act. This easily affects the overall plan of the teaching process;

Thereby, we can recognize that the effectiveness of organization by the role-play method for learners is not synonymous with the unique position of this method. So, how to use the role-play method in the teaching process properly, build and complete the organizing process of the role-play method to bring high efficiency in the teaching process is an issue that this research project is interested in.

### Principles of role-play script building

- Determinants of the success of the role-play method are scripts.

Therefore, when building scripts, it is necessary to follow certain principles to ensure the effectiveness of this method.

- Scripts must be built on the basis of objectives and contents of the lessons to ensure the timely and in place of using teaching methods.
- Scripts must have a positive nature and bring high educational efficiency. At the same time, scripts are to foster aesthetic feelings of learners.
- In scripts, it must have a drama (conflicts, contradictions among characters) to excite, attract, and be highly persuasive about thoughts and behaviors.
- Scripts, on the one hand, must be compiled in detail dialogues and actions of characters (screenwriter and director), on the other hand, learners should not be forced to conform to those details (actor's acting). In other words, acting roles must be opened to allow performers to be creative. Monotonous characters should be avoided in scripts.

#### **The process of using the role-play method**

The process using the role-play method in teaching is a logical sequence of stages and steps that teachers and students must perform in the teaching process for organization, control, self-organization and self-control of activities of groups and individuals involving in acting to solve assigned learning tasks. According to two authors Ulrich Lipp and Paul Schlueter, the standard procedure of the role-play method is defined as follows:

- Instruction of lessons. It includes contents, scripts, progresses and role-playing objectives
- Casting: it should spend enough time for performers to have enough time to role-play.
- Performance of role-playing.

- Assessment: Performers are observers talking about what they have seen, while other members in the class feel and evaluate the acting play they have just observed.
- Performers return to their seats.

On the other hand, when using the role-play method according to that process, it is necessary to keep in mind 3 following issues:

- The instructor must decisively declare an end to the scene. This is very important because in reality, there was a situation where a student was assigned an acting role of harassment because the teacher did not announce the end of the acting role so the student suddenly liked this acting role and continued to play the acting role of harasser.
- Not all acting roles are liked to act. Therefore, the casting is not easy, if no one volunteers to accept the acting role. Lucky drawing to cast is one solution. However, it should not force anyone into the acting role if they're not interested in.
- Discussion of scenes must be skillful, when actions are misrepresented. Here, the teacher must pay attention so that the comments of observers of acting scenes are not too harsh.

On the basis of researched documents, I have a proposal on a specific role-playing process through diagram 1.

### **3. USE OF THE ROLE PLAY METHOD IN TEACHING THE SUBJECT PEDAGOGICAL COMMUNICATION IN MODULE OF PEDAGOGICAL COMMUNICATION STYLE**

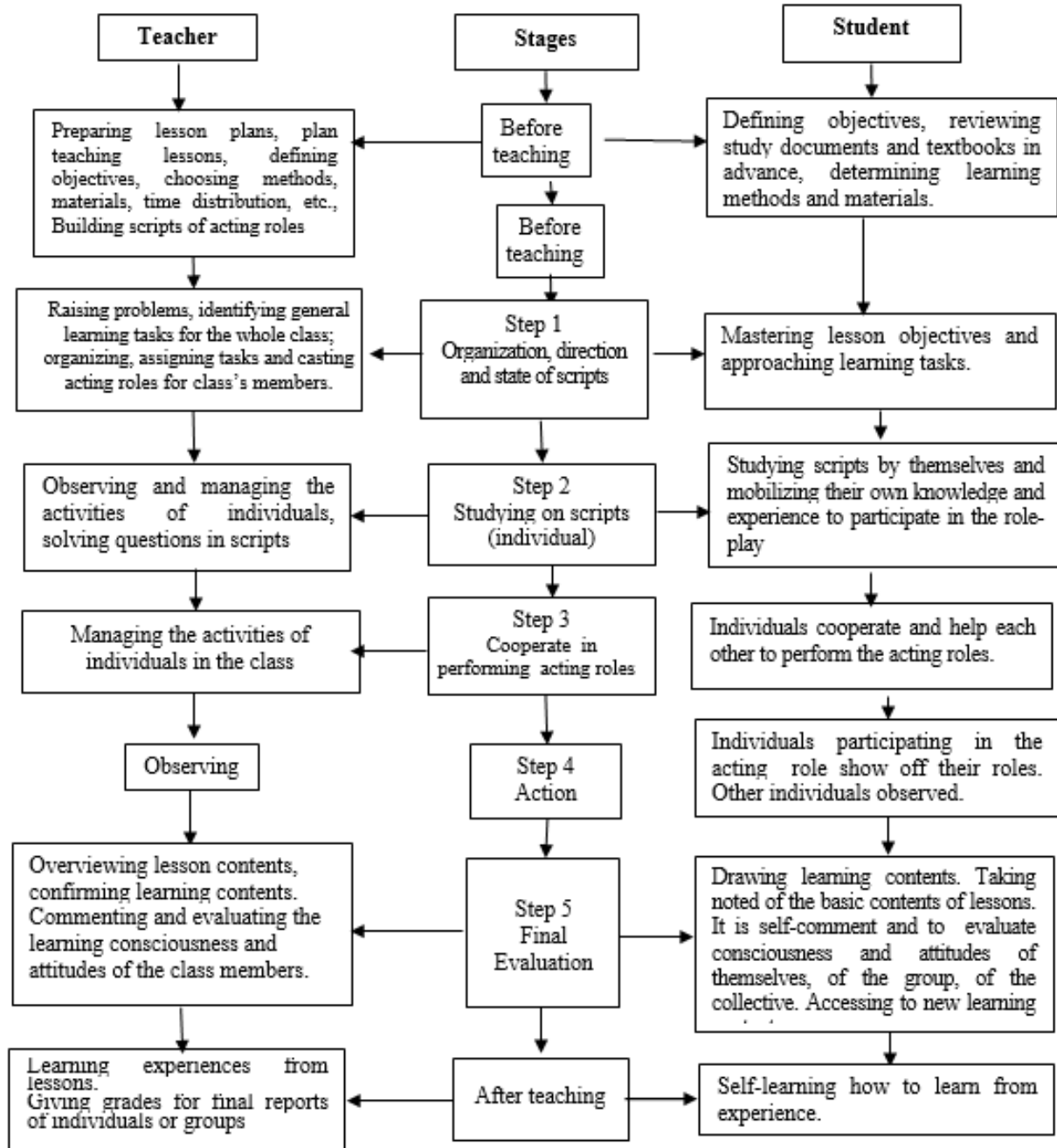
On the basis of the proposed process, the author chooses the lesson "Pedagogical communication style" to apply the role-play method.

The lesson " Pedagogical communication style " [3], [4]

**Method**

The dominant method is the role-play method. The main form is role-play group, with prior

preparation and different topics. In addition, lecturers also apply in combination with the following methods: conversational method, case method, presentation method, , etc.



**Fig 1: The process of using the role-play method [2]**

**Implementation progress**

*Preparation:* Termination of section 1 of the lesson of pedagogical communication style, lecturers assign learning tasks to students to prepare for the next lesson. Section 2: solving pedagogical situations. Lecturers divide the class into 4 groups, assign role-play situations, require tasks to each group. Groups can choose situations suggested by lecturers to build role-play scripts or find new situations (with similar contents).

When giving lectures, some students do exercises of other subjects

*Question: How do you solve the above situation?*

Group 1: Apply an authoritarian mode

Group 2: Applying the arbitrary mode

Group 3: Apply a democratic mode

Group 4: Combine all three modes

*General requirements:* Each group performs one script for 5 to 7 minutes with appropriate language, self-selected outfits, and is encouraged to use props but ensured economical, efficient and convenient aspects.

*Conducting to teach by role-playing method:*

- After providing situations, it divides groups and asks groups to discuss and role-play to perform how they are doing.
- Let groups prepare for their acting roles according to time specified by lecturers, then invite groups to act.

*Questions after the performance:*

1. What are your comments on the attitudes, verbals, and deeds of performers of each group? (The student, the teacher).
2. What lessons did you learn from your classmates?

After the students' answers, the lecturer comments and rewards well performed individuals and groups .

From there, the teacher requires students to state the nature, characteristics and to apply communication styles in teaching and education

The lecturer adds and concludes.

**Results:**

Through the use of the role-play method in teaching sections, especially in module of Pedagogical Communication Style, the teaching sections on

pedagogical communication practice and the achieved results show this method is very suitable for objectives, requirements and contents set out by the department

At the same time, this is a method that stimulates students' interest in learning, makes the classroom atmosphere more exciting. This contributes to improve the quality of the department.

Applying role-play method not only assesses how much students know about knowledge, but also evaluate the process of using students' knowledge.

That means that from the knowledge they acquire, they apply to communication situations in life and career activities in the future will contribute to form and improve pedagogical capacity of technical pedagogical students.

**4. CONCLUSION**

Teaching of role-play method is a teaching method that has a great effect on promoting student's activeness and enhancement of pedagogical capacity in technical pedagogical students. The applications of teaching by role-play method are not only applied to the subject of Pedagogical Communication, but also to other courses with contents related to human relationships. Teachers need to understand characteristics, difficulties and to focus on designing and using this teaching method to apply effectively. This contributes to innovation of teaching methods, and improve the capacity of technical pedagogical students.

**5. ACKNOWLEDGMENTS**

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