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## **PSYCHOLOGICAL-COMMUNICATIVE AND PRACTICE-ORIENTED GAMES AS A METHODOLOGICAL RESOURCE FOR DEVELOPMENT OF LANGUAGE COMPETENCE**

*The article summarizes the experience of the Department of Social and Humanitarian Disciplines of the Mogilev Institute of the Ministry of Internal Affairs in the use of psychological-communicative and practice-oriented games in the educational process. So, the game «Mafia» is used as a resource for improving the linguistic, communicative, psychological and ethical competence of students. Also, a role-playing game that simulates real situations from the practice of employees of internal affairs bodies is a tool for the development of linguistic and communicative competence of students. The interdisciplinary nature of psychological-communicative and role-playing games aimed at deepening knowledge in the disciplines «Foreign language», «Rhetoric», «Professional ethics», «Psychology and pedagogy» is comprehended.*

Game technologies are firmly established in pedagogical practice as an effective methodological resource for the formation of practice-oriented competencies. Different in the level of theoretical content, the format of performance, timing, number of participants games provide the teacher with an opportunity to form and consolidate applied skills in students, as well as to implement an interdisciplinary approach in education. The main feature of gaming technologies in the pedagogical process is the presence of a clearly defined goal related to the educational process, the result of which can be diagnosed and substantiated in the context of educational and cognitive activity [1].

This study summarizes the experience of the Department of Social and Humanitarian Disciplines of the Mogilev Institute of the Ministry of Internal Affairs in the use of psychological-communicative and practice-oriented games in the educational process.

In particular, the role-playing game «Mafia» is used as an additional resource for improving the communicative, psychological, ethical and linguistic competence of students, the development of communication skills in a foreign language.

The game, which simulates the struggle of informed members of an organized minority («mafia») with an unorganized majority («civilians»), has only general framework rules, providing an opportunity for adapting the format and scenario to the educational tasks of a specific academic discipline. Taking into account the specifics of the educational process in the educational institution of the Ministry of Internal Affairs, the narrowness of the special linguistic component and the limited time, we determined the intersubject nature of the game technology: «Mafia» affects the goals of several disciplines of the social and humanitarian cycle.

First of all, the role-playing game is aimed at improving communication skills in foreign languages (English and German) in the context of the tasks implemented within the framework of the «Foreign language» discipline (studied in the 1st year). The practice-oriented nature of training at the Mogilev Institute of the Ministry of Internal Affairs implies that cadets have a sufficient volume of professional vocabulary and special legal terminology, the ability to communicate in conflict situations, knowledge of the cultural context of speech situations. Conducting games in foreign languages leads to the formation of relevant competencies. For example, before each game, participants receive a task containing a list of words and expressions that must be used as much as possible in dialogues (this criterion is also taken into account when calculating points and identifying winners).

The communicative orientation of the «Mafia» allows to introduce gaming technologies into the context of the tasks solved by the academic discipline «Rhetoric», which is studied at the Mogilev Institute of the Ministry of Internal Affairs in the 2nd year [2]. In particular, during the game, the skills of the logical organization of speech, dialogical communication and counteraction to incorrect interlocutors, the interpretation of non-verbal components in communication and the choice of an effective psychological model of behaviour are practised. Communication in a playful way also allows you to assess the students' compliance with the requirements for the technique and culture of speech, understanding the general principles of interaction with the audience. To practice individual skills, thematic tasks are used: before the game, the participants receive the task to maximize the use of certain rhetorical techniques (for example, persuasion rules or techniques for neutralizing negative interlocutors), the use of which is assessed by the presenter.

The interdisciplinary focus of gaming technologies is also manifested in their connection with the tasks solved within the framework of the academic disciplines «Professional Ethics» and «Psychology and Pedagogy» (as part of the integrated module «Philosophy»). In the first case, we are talking about the formation of skills to comply with the requirements of ethics of business communication and etiquette (the corresponding topic is studied by 1<sup>st</sup>-year students [3]), which requires, for example, mastering etiquette formulas in foreign languages, adequate interpretation

of speech events and speech situations. The skills of psychological analysis of communicative partners, self-control, interpersonal interaction in atypical linguistic conditions, influence on interlocutors demonstrated by students during the game. It makes it possible to assess the assimilation of psychological and communicative disciplines in general.

Elements of the psychological and communicative game «Mafia» in the Mogilev Institute of the Ministry of Internal Affairs are used, first of all, in the course of classroom lessons on the discipline «Foreign language (English, German)». Also, extracurricular work was organized (within the framework of consulting sessions and extra events) with cadets. In the context of social distancing, in 2021, the online format was successfully applied using the gaming resources of the [inetmafia.ru](http://inetmafia.ru) website. To participate in the online tournament were invited cadets of 1 and 2 courses with an average score of 7.5 and higher at the disciplines «Foreign language» and «Rhetoric» (as a measure of encouragement of the most active and successful). During the tournament, the lecturers of the department organized 3 playgrounds; each of the cadets took part in 3 games (the approximate duration of one game is 30 minutes), based on the results of which the winners were determined.

Another developed and implemented game technology is a practice-oriented game that includes elements of the case method and is based on possible situations in the activities of employees of internal affairs bodies. During the game, each of the participants gets one of the following active roles: an employee of the internal affairs bodies, a witness, a victim or an offender, and finds himself in a simulated situation close to the experience of employees of the internal affairs bodies. For example, personal belongings are stolen; petty hooliganism has been committed; a foreign tourist was injured as a result of the attack, etc. The goal of each of the participants is determined by the role received, so the goal of the employee is to identify and arrest the offender, the goal of the witness is a detailed description of what happened, the goal of the offender is to divert suspicion from himself. Also, each of the participants receives an additional communicative task. Tasks vary depending on the discipline taught, the need to work out and improve communicative competencies in it. So, the tasks can be the development of the skills of conflict-free communication, the use of certain rhetorical techniques, and the improvement of competencies in communicating in a foreign language.

At the moment, a demonstration lesson using this methodology in the discipline «Foreign Language» is being prepared. According to the lesson plan, it will consist of such stages as a speech warm-up, a preparatory stage (getting active roles, setting goals and objectives, explaining difficult points), directly completing assignments, a stage of analyzing assignments, where cadets will receive feedback from the lecturer about the quality completing tasks, as well as discussing possible ways

to improve solutions, and the final stage, at which the results of the work will be summed up. The lesson is planned to be held on the territory of the Mogilev Institute of the Ministry of Internal Affairs to simulate the situation as close to reality as possible. The actions of the cadets in the process of work will be recorded on video for subsequent analysis in the classroom, and in case of difficulties during the lesson, the cadets will have the opportunity to get the help of the lecturer through the use of portable radio stations.

The communicative focus of this game technology allows students to master and improve many competencies that take an important place in the process of training an internal affairs officer. Cadets have the opportunity to work out the skills of correct communication, assessment of the psychological state, communication in foreign languages, the application of the studied theoretical methods of dispute. Thus, this gaming technology is conceived as a complex form for the development and improvement of skills studied in most of the academic disciplines taught at the department.

From the point of an interdisciplinary orientation, this game form allows to talk about the connection not only with humanitarian disciplines («Rhetoric», «Psychology», «Foreign language», «Professional ethics») but also with special disciplines («Tactical and special training» and others. Such a wide scope of disciplines enables students to perceive learning not as a theory, but as a rehearsal of possible real situations, which qualitatively affects the motivation of students.

Gaming technologies are an effective means of comprehensive diagnostics of the level of social, personal and professional competencies of students: the format of events that go beyond the curriculum allows the teacher to assess the behaviour of participants in atypical (often unpredictable) situations of foreign language communication.

Thus, we believe that the use of these gaming technologies in the educational process in the context of obtaining a practice-oriented education of the law enforcement profile is effective to: a) improve the skills of communication in a foreign language in a game form; b) development of cadets' communicative competence in terms of communication in a social and computer-mediated environment; c) improving the skills of non-verbal communication, psychological analysis of communicative partners; d) development of critical thinking, intellectual abilities of students.

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### **Психолого-коммуникативные и практико-ориентированные игры как методический ресурс развития языковой компетентности**

В данном исследовании обобщается опыт кафедры социально-гуманитарных дисциплин Могилевского института МВД в использовании психолого-коммуникативных и практико-ориентированных игр в учебном процессе.

В частности, в качестве дополнительного ресурса совершенствования коммуникативной, психолого-этической и лингвистической компетентности обучающихся, развития коммуникативных навыков на иностранном языке используется ролевая игра «Мафия». Игра, которая моделирует борьбу информированных друг о друге членов организованного меньшинства («мафии») с неорганизованным большинством («мирные жители»), имеет лишь общие рамочные правила, предоставляя возможность для адаптации формата и сценария под учебные задачи конкретной учебной дисциплины. С учетом специфики образовательного процесса в учебном заведении системы МВД, узости специального лингвистического компонента и ограниченности во времени нами был определен межпредметный характер игровой технологии: «Мафия» затрагивает цели нескольких дисциплин социально-гуманитарного цикла.

Еще одной разработанной и внедряемой игровой технологией является практико-ориентированная игра, включающая в себя элементы метода кейсов и основанная на возможных ситуациях в деятельности сотрудников органов внутренних дел. В процессе игры каждый из участников получает одну из следующих активных ролей (сотрудник органов внутренних дел, свидетель, потерпевший либо правонарушитель) и попадает в смоделированную ситуацию, приближенную к опыту работы сотрудников органов внутренних дел, например, украдены личные вещи; совершено мелкое хулиганство; в результате нападения пострадал иностранный турист и т. д. Цель каждого из участников определяется полученной ролью. Так, целью сотрудника является установление и задержание нарушителя, целью свидетеля — детальное описание произошедшего, целью правонарушителя — отведение подозрений от себя. Также каждый из участников получает дополнительную задачу коммуникативной направленности. Задачи варьируются в зависимости от преподаваемой дисциплины, необходимости отработки и совершенствования коммуникативных компетенций по ней. Так, в качестве задач может выступать отработка навыков

бесконфликтного общения, применения отдельных риторических приемов, совершенствования компетенций по общению на иностранном языке.

Игровые технологии, как показывает практика, являются действенным средством комплексной диагностики уровня социально-личностных и профессиональных компетенций обучающихся: формат мероприятий, выходящих за рамки учебной программы, позволяет преподавателю оценить поведение участников в нетипичных (нередко — непрогнозируемых) ситуациях иноязычной коммуникации.

Таким образом, полагаем, что использование данных игровых технологий в учебном процессе в условиях получения практико-ориентированного образования правоохранительного профиля эффективно в целях: а) совершенствования навыков общения на иностранном языке в игровой форме; б) развития коммуникативной компетентности курсантов в условиях общения в социальной и компьютерно-опосредованной среде; в) совершенствования навыков невербального общения, психологического анализа коммуникативных партнеров; г) развития критического мышления, интеллектуальных способностей обучающихся.