



Рис. 1. Успішність розпізнавання правди, брехні та повідомлень в цілому, %.

Висновок. Розпізнавання брехні – важлива і актуальна задача, успішність вирішення якої залежить як від особистісних властивостей комуніканта, так і від особливостей реципієнта та ситуації взаємодії. За результатами пілотажного дослідження співробітники патрульної поліції демонструють статистично значимо вищий рівень недовіри до повідомлень малознайомою їм мовою, що варто враховувати при допиті іноземців, а також, можливо, при проведенні занять із толерантності та недискримінації на курсах підвищення кваліфікації.

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ROLE PLAYING AS A TOOL FOR IMPROVEMENT OF COGNITIVE ACTIVITY

In our present life foreign language is an integral part of daily life and professional area. Foreign languages are taught in all higher educational organizations. Nowadays tutors try to find and implement the most effective

and interesting methods of teaching English. In the process of studying foreign languages students should increase their cognitive, communication, speech and cultural skills. There are different approaches for teaching English to students in order this studying to be interesting, motivating and effective. The purpose of this thesis is to identify ways of organizing gaming activities in higher education.

Various ways of organizing game activities, the performance of students' educational achievements will be greatly increased. It is necessary to identify the following issues:

- to reveal the meaning and content of the concept of "game" in the educational process;

- to study the state of the problem of using games in practice, to allocate ways of the organization of game activity at university;

- to check the effectiveness of the use of selected methods of play activities in the educational process.

Nowadays, many students do not want to study, for this purpose the teachers have to come up with games for lessons, so that it will be more interesting and motivating. Since childhood, we have been playing lessons in elementary school. When the teacher uses the elements of the game in the classroom, it creates a friendly atmosphere, cheerful mood, the desire to learn. When planning a class, the teacher should keep in mind all the students, choose games that would be interesting and understandable. The game is formed by many features of the student's personality. The play produces agility, endurance, activity. [4, p. 10-16]. The game is a school of communication of any student.

Role playing at the university is the first thing of all didactic, should attract students' unstable attention to the material of the class, give new knowledge, make them think hard. In the very games student's communication and interaction with the team begins, and this gives the opportunity to get to know each other better. In the course of the role playing, students have a habit of focusing, working thoughtfully, independently, developing attention and memory [2, p. 5-16]. The game stimulates cognitive interest. Pedagogical stimulation and motivation of students' learning activities include the formation of cognitive interest, which is a selective orientation of the individual, who is turned into the sphere of cognition, subject knowledge acquisition. It is an interest in deep, conscious knowledge. The cognitive interest is multifaceted, so it can act as an external stimulus to the process of assimilation, as a means of activating this process; be as a motive for cognition, confronting and interacting with other motives.

The main purpose of teaching a foreign language is to form students' communicative competence, the basis of which is the communication skills formed on the basis of linguistic knowledge and skills. During foreign language lessons, we introduce personally oriented communication, to create by all means a positive emotional atmosphere of spiritual enrichment, enabling each student to experience himself in different types of creativity. [1, p.222]. This is facilitated by the active forms of work, the technology of interactive learning, the essence of which is that the learning process takes place under the condition of continuous, active interaction of all students. To conduct a modern foreign language lesson with the use of interactive learning technologies means to create such comfortable learning conditions in which each student will feel successful, intellectual ability, will learn to be democratic, to communicate with other people, to think critically.

Therefore, it is recommended to include role playing games as additional developmental exercises during the lesson: physical minutes, relaxation minutes and more. They contribute to the development of the child's mental processes; develop focus, attention, perseverance, cognitive abilities, memory and intelligence. In turn, well-developed mental processes will promote the development of cognitive interest and mobilization. [3, p. 10-12]. The game activity has such specific features as unproductive character, presence of imaginary situation, communicativeness, emotionality. Necessary elements of the imaginary situation are the role with the inherent rules of the game action. The presence of roles in the game determines the role communication of students. Play is a creative activity, a way of free use of the knowledge acquired by students, their understanding.

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