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ROLE-PLAYING TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF PROFESSIONAL COLLEGE LECTURERS

Vasyl Shust

Candidate of Pedagogical Sciences, Associate Professor, senior research fellow of the Department of Pre-Higher Professional Education, Institute of Professional Education of the National Academy of Sciences of Ukraine, https://orcid.org/0000-0002-0094-1121, e-mail: schust@i.ua

Abstract

Relevance: Modern professional pre-higher education is undergoing constant transformation, which requires lecturers not only deep subject knowledge but also the ability to communicate effectively, adapt to changes, and engage in pedagogical reflection; the competency-based approach actualizes the need for educational technologies capable of contributing to the formation of complex professional skills, which draws attention to the application of role-playing technology, combining elements of simulation, modeling, and emotional-behavioral immersion in the educational process, activating learning activities, contributing to the formation of social responsibility, empathy, and the ability to work in a team; however, in the Ukrainian educational context, sufficient conceptualization of this method has not yet been achieved, and the question of distinguishing between educational role-playing games and RPGs (role-playing games) as leisure activities remains open, complicating the development of methodological recommendations and the creation of effective scenarios for the implementation of the educational process; this determines the relevance of the theoretical substantiation of the pedagogical potential of role-playing technology and its integration into the structure of professional training for lecturers.

Objective: To analyze and generalize the theoretical foundations of role-playing technology, define its structural components and potential in forming the professional competence of professional college lecturers, considering the specifics of educational role-playing games and classic role-playing games.

Methods: The study used a complex of general scientific and pedagogical methods: analysis of scientific sources and theoretical approaches, comparative analysis of terminology and structures of role-playing games, modeling of pedagogical situations, and systematization of results to form a structural-component model of an educational role-playing game.

Results: The specifics of educational role-playing games are characterized; their ability to act as a tool for transformational learning is determined; the pedagogical potential of the diegetic narrative space in the formation of lecturers' professional identity is revealed; a model of role-playing activity is proposed that integrates cognitive, emotional, and social components of learning, with an orientation towards developing professional skills in simulated situations.

Conclusions: Role-playing teaching methods, including educational role-playing games and classic role-playing games, have high potential in forming the professional competence of lecturers; their effective implementation requires a clear understanding of the game structure, roles, and educational goals; further research should be aimed at developing practical recommendations for creating scenarios and integrating facilitation strategies into the role-playing educational process.

Keywords: *role-playing technology, educational role-playing game, professional competence, professional college, pedagogical reflection, transformational learning, diegetic space.*

Introduction. In the contemporary landscape of dynamic educational development, particularly within professional pre-higher education, there is a growing need for educators capable not only of effectively imparting knowledge but also of fostering professional, communicative, and social competencies in students. This necessitates the implementation of innovative educational technologies that ensure active participation of learners in the educational process, promoting the development of critical thinking, empathy, and the ability to reflect. One such technology is role-playing, which allows for the creation of a conditionally simulated professional environment where participants gain experience by performing socially significant roles.

Despite the increasing popularity of role-playing practices, there is still a lack of thorough research in Ukrainian pedagogical theory and practice that clearly distinguishes between educational role-playing games and classic role-playing games (RPGs), and systematizes their impact on the formation of lecturers' professional competence. Confusion in terminology often occurs in scientific literature, which reduces the effectiveness of implementing role-playing methods in the educational process and hinders the creation of a holistic pedagogical model for their use.

In this context, role-playing technology is considered a tool for integrating educational gaming practices into the training of professional college lecturers. It combines simulated, communicative, and creative elements that enable the formation of key professional qualities in lecturers: pedagogical flexibility, the ability to facilitate learning, reflection, adaptation to change, communicative and emotional competence. The application of structured educational scenarios based on role-playing games opens new opportunities for transformational learning, capable of changing pedagogical beliefs and contributing to professional self-determination.

Research Sources. Role-playing technology is a relatively new direction in professional education, but its potential in developing lecturers' professional competence is attracting increasing scientific interest. A number of studies demonstrate the positive impact of role-playing games on the educational process: they contribute to mastering academic disciplines (Zalka, 2012), stimulate the development of reading literacy (Kaylor, 2017), and also form social skills (Spinelli, 2018).

P. Shcherban explores the historical dynamics of using gaming forms in education – from ancient pedagogy (Socrates, Plato, Confucius), through the Middle Ages and the Renaissance, to modern educational approaches. Special attention is paid to educators who actively used game methods in educational practice, including J.-J. Rousseau, J. Korczak, M. Montessori, and A. Makarenko. The study proposes a definition of "gaming technology" as a structured pedagogical process aimed at achieving specific educational outcomes through organized gaming activity.

The leading functions of play in the educational process are outlined: personality development, critical thinking, communication skills, and team interaction. The author proposes a classification of gaming methods, which includes didactic, role-playing, imitation games, trainings, as well as digital and mobile applications. The specifics of applying each type of game are considered, taking into account the age characteristics of learners and the content of academic disciplines. The importance of adapting pedagogical strategies to the conditions of the digital environment and the increasing role of interactive technologies within the competency-based approach is emphasized (Shcherban, 2014).

Modern scientific literature sometimes demonstrates ambiguity in distinguishing between "educational role-play" and "classic role-playing game" (RPG). Some studies use the term "RPG" to describe methods that are essentially educational role-playing games, without considering the key game mechanics and structures characteristic of a classic role-playing game. This terminological inaccuracy can distort the understanding of methods and slow down the development of pedagogical approaches. For instance, in the study by S. Ivanova, L. Dimitrov, V. Ivanov, and L. Prokopovych (Ivanova, Dimitrov, Ivanov, & Prokopovych, 2021), dedicated to the training of future educators, a problematic application of terminology is observed. The authors characterize their "educational role-play method" as an example of implementing a classic role-playing game. Although the study effectively demonstrates the advantages of an imitative environment and role-taking, it essentially integrates

a classic educational role-play into a gaming context and presents this hybrid as a typical example of a classic role-playing game. Such conceptual confusion potentially blurs the essential differences between the two methods, complicating further development, validation, and effective application of both in professional pedagogical practice.

D. Polishchuk and M. Pryshchak (2019) consider the implementation of gaming technologies in higher education. The authors emphasize their relevance as a means of increasing student motivation, activating cognitive activity, and forming professional competencies. It is noted that gaming technologies differ significantly from traditional teaching methods, as they contribute to the formation of a favorable psychological climate, the development of critical thinking, creativity, and student engagement in the learning process. The study provides a classification of gaming teaching methods: business and role-playing games, trainings, brain-rings, etc. It is emphasized that the choice of a specific format depends on the goals of the lesson, the content of the discipline, and the level of student preparation.

Overall, both educational role-playing games and actual role-playing games are considered effective teaching methods that contribute to the development of educators' professional competence. For example, in her research, I. Westborg (Westborg, 2022a, 2022b) views these approaches as components of a broader concept of using role-playing practices in education. The author classifies role-playing actions based on two key parameters: the level of physical involvement and the degree to which participants use characters as masks. For instance, educational simulations can have a high level of physical activity but a low degree of identification with fictional characters, reflecting their focus on professional training.

Researchers J. Lean, J. Moizer, M. Towler, C. Abbey (2006) propose an alternative definition of role-playing in an educational context, treating it as a form of non-computer simulation game, divided into interactive and non-interactive forms of activity. Within this approach, simulation is considered a tool for imitating a specific system, object, phenomenon, or process with the aim of representing a particular problem being studied. Thus, the concept of educational role-playing game combines elements of both play and modeling two independent concepts rooted in human sciences.

Despite the common use of the term "role-playing game," role-playing games (RPGs) have significant differences in the definition of their structural elements compared to educational role-playing games. According to the definition proposed by J. Stenros and H. Hakkarainen (2003), a role-playing game emerges as a form of interaction that arises in the process of communication between players or between players and the game master within a clearly defined diegetic structure. This structure forms a unique world in which internally consistent rules of behavior and event progression are established.

L. Petrenko considers gamification as the integration of game elements into a non-game educational context. Its goal is to increase motivation through competition, scoring systems, rankings, and rewards. The researcher believes that the difference between gamification and full-fledged games lies in the fact that it does not replace learning but enhances it through emotional engagement and active participation (Petrenko, 2024).

Researchers O. Hrechanyvska and N. Kravets (2017) consider gaming technologies as an innovative form of organizing the educational process in higher education institutions. The authors emphasize the need to apply interactive approaches that stimulate cognitive activity, promote the development of independence, creative thinking, and professional self-realization of students. Gaming technologies are defined by them as a set of methods and techniques based on gaming activities and aimed at achieving specific educational results – forming a positive emotional mood, increasing motivation, and the effectiveness of learning.

The study by O. Nozdrova and I. Bartienieva (2021) examines the use of gaming technologies in the professional training of future teachers. It is emphasized that the application of business and role-playing games stimulates interest in pedagogical disciplines, contributes to the development of critical thinking, analytical skills, and pedagogical culture of students. The authors pay special attention to the integration of gaming elements into the modules of the "Pedagogy" course. For each module, appropriate educational games are selected that reflect the main problems of pedagogical

science, stimulate creative thinking, imagination, and independent cognitive activity skills. The importance of interactive trainings in shaping professionally important qualities, pedagogical culture, and communicative competence of future teachers is specifically highlighted.

V. Kyrylenko, N. Kyrylenko, and A. Kryzhanovsky (2023) analyze the potential of computer didactic games in the professional training of students in pedagogical specialties. The authors emphasize that combining gaming and digital technologies increases motivation, develops creative thinking, intuition, and the ability to solve pedagogical tasks in a non-standard way. The study provides examples of the practical application of gaming methods in teaching, which not only contribute to the assimilation of knowledge but also stimulate students to create their own gaming products. This approach is considered a means of active professional self-realization and the formation of an individual pedagogical style.

Based on the analysis of sources, role-playing technology is an extremely promising tool for developing the professional competence of professional college lecturers, especially in the area of developing their communicative, organizational, and creative competencies, as participation in gaming activities requires a high level of interpersonal interaction, understanding of roles, and the ability to function effectively under conditions of uncertainty – characteristics that are key in educational activities.

Objective. The article aims to analyze and generalize the theoretical foundations of role-playing technology, define its structural components and potential in forming the professional competence of professional college lecturers, considering the specifics of educational role-playing games and classic role-playing games.

Results and Discussion. Role-playing games have entered modern culture, gaining increasing popularity after the possibility of digital distribution and digital integration of previously analog media (White et al., 2019). Despite the widespread use of educational role-playing games and the current popularity of role-playing games, there is a large gap in the literature regarding bridging and comparing educational role-playing games and role-playing games. The lack of comparison of how both are used in education can lead to misrepresentation and misunderstanding of a specific element of a classic role-playing game that can aid the learning process.

Although role-playing games, in their primary sense, exist within a gamified environment, they demonstrate significant parallels with educational role-playing methods. For example, learning scenarios where students assume the roles of specialists such as future technologists or agricultural enterprise managers often share similar characteristics with classic role-playing games. These forms of active learning involve immersion in a specific role, which is realized in a simulated learning environment.

This observation raises a number of methodological questions. In particular, it is important to establish the distinctions and common features of role-playing games and educational role-playing games. How can both forms be adapted to enhance the professional skills of lecturers? Answers to these questions are crucial for the conscious use of interactive teaching methods in pedagogical practice, focused on transformational learning and the development of pedagogical reflection.

Researcher I. Westborg (2022a, 2022b) proposes a two-dimensional model for the application of role-playing games in education. The first axis is the gameplay design, which encompasses rules, mechanics, interaction structure, and plot elements. The second is the educational framework design, which includes preparation, the game itself, and post-game analysis. Both axes are presented as a continuum with poles of "leisure" and "education," allowing for flexible positioning of role-playing activity depending on the goal. I. Westborg's model demonstrates that educational role-playing games and role-playing games are different forms of implementing a single pedagogical paradigm based on role participation. For a deeper understanding of their potential, it is important to consider the multiplicity of interpretations that exist in the scientific literature regarding these concepts. This allows for a more holistic understanding of role-playing approaches as a tool for developing professional skills of lecturers, particularly in the context of simulated learning,

reflection, social interaction, and the formation of pedagogical identity.

J. Stenros and H. Hakkarainen (2003) expand on this vision, describing simulation as a representation of aspects of reality both empirical and fictional. The level of participant influence on the course of the simulation can vary: from passive observation to active modeling of event development. In this light, role-playing in the educational process emerges as a method that involves modeling conditions in which reality is reflected indirectly through a learning scenario within a specific game framework. It is important to note that such "reality" can belong to both the objective world and a consistent fictional context with clear internal rules. From a pedagogical perspective, this approach opens up wide opportunities for lecturers: from creating authentic learning situations to forming analytical thinking, empathy, and professional reflection key elements of the competency-based approach in education.

Scientists J. Lean, J. Moizer, M. Towler, C. Abbey (2006) and A. Bawa (2022) provide their own definitions of role-playing, however, both definitions point to the representative nature of role-playing: it reproduces a certain reality that does not appear in its direct form during the game. For example, during a training session on the basics of mechanization, students of professional colleges who play the roles of mechanics are not literally mechanics; they only perform this role in a transformed learning space that temporarily functions as an agricultural machinery repair workshop.

In the pedagogical context, role-playing is defined as a teaching approach in which learners perform the function of representing various social or professional roles within pre-designed, often reality-approximated scenarios (Bawa, 2022). Such a method requires a structured scenario that directly supports the learning objectives, clearly defined roles for participants, interrelationships between them, and the involvement of a facilitator who guides the dynamics of the process and ensures its relevance to the learning content.

Educational role-playing games are typically used as a means of preparing learners for real professional challenges. They promote both cognitive and social development, stimulating active learning through practical activity (Cherif & Somervill, 1995). This approach allows for the integration of several spheres of educational activity cognitive, emotional, and psychomotor which aligns with the principles of Bloom's Taxonomy (Rao & Stupans, 2012). In such a context, role-playing acts not only as a method of knowledge transfer but also as a tool for developing lecturers' professional competencies, as it requires them to have skills in facilitation, scenario planning, emotional support, and evaluation of learning interaction.

To gain a deeper understanding of the structure of role-playing, M. Hitchens and A. Drachen (2008) identified a number of key elements that allow it to be classified as such. These elements include: (1) game world – an imaginary reality within which participants can freely explore events, spaces, and interconnections; (2) participants, who are divided into players and game masters (judges); (3) characters – individual units within the game space that possess both quantitative (e.g., skills, characteristics) and qualitative (role, motivation) properties that can evolve as a result of interaction with the game environment; (4) game master – the person responsible for controlling the overall logic of the game world, formulating and implementing rules, and creating the narrative context; (5) interaction – the way players influence the game world through the actions of their characters, which occur within the proposed scenarios; (6) narrative – the sequence of events that structure the game, creating its plot dynamics.

Role-playing games function within diegetic frameworks – a unique system of representing reality that sets the rules of interaction and the logic of events within the game.

Thus, the main components of a role-playing game (RPG) include participants (players), game masters (facilitators), interaction mechanisms, and a diegetic system a specific narrative-symbolic space that defines the logic of events, the acceptability of character actions, and the general boundaries of the game. Such a complex architecture of a role-playing game creates prerequisites for immersion in an alternative reality, where participants not only interact with each other but also develop the ability to think strategically, react adaptively to changing conditions, and cultivate imagination.

This space acts not only as a backdrop but also as an active environment where players interact with each other and with the game conditions through their chosen roles. This model promotes the development of strategic planning, critical thinking, flexibility, and interpersonal communication skills in participants – competencies that are fundamental for the development of professional competence of professional college lecturers.

Diegesis, as a concept originating in theater and cinematography, encompasses not only the narrative content but also the entire fictional spatio-temporal structure, including characters, landscapes, events, and other narrative elements (Metz & Guzzetti, 1976). Although this concept was adapted by J. Stenros, H. Hakkarainen (2003) for the analysis of role-playing games, its application in an educational context is also possible, albeit in a modified form.

In the context of leisure role-playing games, the diegetic structure emphasizes the construction of an imaginary world and how players interact with its components through game mechanics. In contrast, in an educational role-playing game, the diegetic basis serves a different function: it acts as a tool to support educational goals, where the narrative component plays a role in structuring the learning experience.

Analyzing I. Westborg's position (2022a, 2022b), according to which both educational role-playing and actual role-playing games constitute part of a broader concept of pedagogical use of role-playing practices, and relying on a number of theoretical approaches to their definition, one can conclude that there is more in common than different between these forms. Many characteristics inherent in recreational RPGs are successfully applied to educational role-playing games. Thus, educational role-playing games can also unfold within a diegetic narrative space, where participants perform roles and interact with each other through narratives. In this sense, an educational role-playing game possesses almost all the features of an actual role-playing game. Conversely, an actual role-playing game involves the representation of reality both empirical and fictional within a game structure, which relates it to educational role-playing practices.

The main difference is, in essence, the purpose: an actual role-playing game is positioned as a form of leisure, while an educational role-playing game is a learning tool. In this context, the role of the facilitator acquires fundamental importance: it is he who defines the boundaries of permissible actions for participants in accordance with educational goals. For example, during a re-enactment of an international agricultural forum, where students represent the interests of Ukrainian agricultural producers, they must adhere to the scenario to preserve the educational value of the reconstruction. Deviation from the roles of a representative of a Ukrainian agricultural firm, a foreign investor, a trade attaché, a journalist, or a representative of a certification body can negate the educational potential of the exercise.

Paradoxically, to gain a deeper understanding of the differences between an actual role-playing game and an educational role-playing game, it is worth turning to their common elements. It is precisely by studying these parallels that lecturers can effectively adapt game models to educational needs, maintaining a balance between gaming and educational activities. Thus, in both educational role-playing games and role-playing games, the central categories are "role" and "game." Understanding the common features of these elements is an important step toward identifying the essential differences between the forms of role-playing activity and determining their potential in the educational process.

The concept of role in a social and pedagogical context implies a set of behavioral models expected from an individual according to their social status (Turner, 2001). A role is also defined by socio-cultural expectations that shape an individual's perception within a community (Lynch, 2007). Accordingly, one person can occupy several roles in different contexts for example, being a lecturer at a professional college and a representative of its administration. Each of these roles has its own set of social expectations, which can, in certain cases, come into conflict (Montgomery, 1998). L. Petrenko (2024) notes that according to K. Salen and E. Zimmerman's definition, a game is a system in which players engage in an artificial conflict, regulated by rules, with the possibility of quantitative evaluation of results.

In educational role-playing games, roles are assigned considering specific didactic tasks. For instance, a future agronomist might play the role of an agricultural consultant, simulating professional interaction with employees. Although such a situation is not authentic in its full sense, it creates conditions where the participant must adhere to professional norms and expectations inherent in the assigned role (Rønning & Bjørkly, 2019). Thus, the role, though conditional, carries real weight for the participant in the format of an educational game.

Similar mechanisms are observed in actual role-playing games. A created character functions within a fictional world, but their role is determined by both internal characteristics (in particular, gameplay parameters) and social interconnections that mimic real behavioral models.

Thus, in both educational role-playing games and recreational RPGs, the role performs a social function: it is structured, limited by certain norms, and accompanied by expectations. And although these roles exist in fictional or simulated contexts, their effectiveness is manifested in the reflective behavior of the participants. Importantly, the imaginary nature of both formats allows for a reduction in the level of risk and responsibility for actions, enabling free exploration of complex social scenarios (Deterding & Zagal, 2018). Participants can freely enter and exit a role without serious consequences, making these models particularly useful for developing pedagogical reflection, emotional intelligence, and lecturers' professional competence.

The presence of socially defined roles in both educational role-playing games and actual role-playing games indicates their potential as effective tools in the educational process, especially in shaping models of expected behavior within the context of social interaction. The act of imitating roles, inherent in youth, is a natural mechanism of socialization that can be successfully used in both education and therapeutic purposes (Biddle, 1986). In this context, both leisure role-playing games and educational role-playing games can be viewed as pedagogical constructs that implement all four core concepts of role theory formulated by W. Biddle: consensus, conformity, role conflict, and role.

First, the concept of consensus is realized through the need for consistency of expectations among participants. In educational role-playing games, this is manifested in a clear distribution of roles and definition of responsibilities that support the learning objectives of the simulation. For example, in a simulated laboratory where the quality of grain, milk, or meat is checked, practical application of knowledge from biochemistry, veterinary medicine, and food safety takes place.

Students must agree on who plays the roles of a laboratory assistant and who plays the representative of an agricultural firm, and build their interaction accordingly. Similarly, in leisure role-playing games, players must agree on role boundaries, game rules, and scenario expectations: a player acting as a State Food and Consumer Service inspector must care for the well-being of others, not act contradictorily to this role. Breach of consensus leads to a decrease in the effectiveness of group dynamics and disorientation of participants.

Second, role-playing technology contributes to the development of conformity the readiness to act in accordance with established norms. In an educational context, this involves adhering to behavioral patterns that correspond to the assigned role, and deviations from them can lead to constructive feedback. For example, future veterinary doctors participating in a role-playing game must adhere to professional ethics, otherwise they may receive critical remarks from lecturers or colleagues. In role-playing games, social conformity to the role is maintained through group expectations: failure to perform a function associated with the chosen role can cause dissatisfaction or in-game sanctions.

Third, both formats allow for effectively modeling role conflict a situation arising from incompatible expectations between roles or among participants. In an educational setting, this can be realized through scenarios of social conflict, forcing students to analyze and resolve contradictions by applying communication and adaptation skills. In role-playing games, similar conflict can arise when a character with a virtuous reputation is forced to make a morally difficult decision to achieve a game objective. Such situations serve as a model for real role conflict that professionals may face in their future careers.

Thus, educational role-playing games and classical RPGs not only help model behavioral

patterns but also create a space for understanding norms, expectations, and conflicts in the social environment, which is a valuable resource for developing professional and pedagogical maturity of lecturers.

The final fundamental component of role-playing technology is the very concept of "role." Adopting a role can be described as a cognitive process aimed at identifying and interpreting the expectations of other people in a specific social or simulated context. This requires developed skills in social thinking and empathy the ability to anticipate the reactions of others, considering their experience, motivation, and psycho-emotional state. These qualities form the basis of effective role performance in a learning environment.

Within educational role-playing games, students must rely on internal modeling of others' expectations, considering the roles played by other participants. For example, a student playing the role of an agrochemical laboratory employee must understand the actions and needs of another student who, in the same scenario, plays the role of a farmer facing reduced crop yields. This requires a precise understanding of both roles and appropriate behavior that ensures a successful simulation of the situation with maximum educational value.

This role-taking contributes to the development of the ability to adopt another's perspective the skill of imagining and comprehending the interlocutor's point of view. This is a key interpersonal skill that allows for constructive interaction, effective conflict resolution, and informed pedagogical decisions. Imagining another's experience, which is the core of role-playing methods, is directly linked to empathy, altruism, and social sensitivity (Hammer et al., 2018).

In actual role-playing games, this mechanism is also implemented. During sessions built around conflict or cooperative scenarios, participants must act in concert, relying on their understanding of other characters' roles. This requires not only knowledge of the game's narrative logic but also the ability to predict the actions of other players. Such practice strengthens cognitive flexibility, analytical thinking, and the ability to work in a team critically important qualities in the educational process and professional activities of educators. Thus, in both educational role-playing games and leisure role-playing games, the process of role-taking contributes to the development of deep social reflection, making these methods indispensable for forming pedagogical empathy, ethical sensitivity, and lecturers' emotional intelligence.

Conclusions. The conducted research confirmed the effectiveness of role-playing technology as a tool for forming the professional competence of professional college lecturers. The comparison of educational role-playing games with classic role-playing games revealed their conceptual kinship, particularly at the level of structural elements (role, diegetic space, interaction mechanics), while emphasizing the difference in target orientations: educational games serve to develop professional skills, whereas classic role-playing games primarily address leisure needs.

As a result of the analysis, it was found that educational role-playing games not only effectively simulate professional situations but also stimulate cognitive activity, form critical thinking, develop social and communicative skills, and contribute to pedagogical reflection. They allow for processing complex social scenarios under reduced risk conditions, enabling participants to experiment with various behavioral models, develop empathy, flexible thinking, and emotional intelligence.

Particular attention was paid to the concept of diegetic space as a key educational mechanism that creates conditions for participants' immersion in a simulated professional reality. The application of gaming methods within such a space allows for maintaining a balance between the realism of the simulation and the freedom of pedagogical experimentation. In the context of forming a lecturer's professional competence, role-playing practices act as an effective tool for transformational learning, capable of changing the system of values and pedagogical vision.

Thus, role-playing technology is a promising means of modern pedagogy, combining interactivity, interdisciplinarity, and an orientation towards the development of a holistic lecturer personality. Further research should focus on creating standardized models of educational scenarios, forming mechanisms for evaluating the effectiveness of role-playing methods, and integrating digital solutions into the simulation process.

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ТЕХНОЛОГІЯ РОЗІГРУВАННЯ РОЛЕЙ У РОЗВИТКУ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ВИКЛАДАЧІВ ФАХОВИХ КОЛЕДЖІВ

Василь Шусть

кандидат педагогічних наук, доцент, старший науковий співробітник відділу фахової передвищої освіти Інституту професійної освіти НАПН України, https://orcid.org/0000-0002-0094-1121, e-mail: schust@i.ua

Реферат:

Актуальність: сучасна фахова передвища освіта перебуває в умовах постійної трансформації, що вимагає від викладачів не лише глибоких предметних знань, а й здатності ефективно комунікувати, адаптуватися до змін та здійснювати педагогічну рефлексію; компетентнісний підхід актуалізує потребу в освітніх технологіях, здатних сприяти формуванню комплексних професійних умінь, що зумовлює увагу до застосування технології розігрування ролей, яка поєднує елементи симуляції, моделювання та емоційно-поведінкового занурення в навчальний процес, активізує навчальну діяльність, сприяє формуванню соціальної відповідальності, емпатії та здатності до роботи в команді; однак в українському освітньому контексті ще не

досягнуто достатньої концептуалізації цього методу, залишається відкритим питання розмежування освітніх рольових ігор та RPG (role-playing games) як дозвіллєвих форм діяльності, що ускладнює розробку методичних рекомендацій та створення ефективних сценаріїв для реалізації освітнього процесу; це зумовлює актуальність теоретичного обґрунтування педагогічного потенціалу технології розігрування ролей та її інтеграції в структуру професійної підготовки викладачів.

Мета: проаналізувати та узагальнити теоретичні засади технології розігрування ролей, визначити її структурні компоненти та потенціал у формуванні професійної компетентності викладачів фахових коледжів, з урахуванням специфіки освітніх рольових ігор і класичних рольових ігор.

Методи: у дослідженні використано комплекс загальнонаукових та педагогічних методів: аналіз наукових джерел і теоретичних підходів, порівняльний аналіз термінології та структур рольових ігор, моделювання педагогічних ситуацій, а також систематизація результатів з метою формування структурно-компонентної моделі освітньої рольової гри.

Результати: охарактеризовано специфіку освітніх рольових ігор; визначено їх здатність виступати інструментом трансформаційного навчання; розкрито педагогічний потенціал дієгетичного наративного простору у формуванні професійної ідентичності викладачів; запропоновано модель рольової діяльності, що інтегрує когнітивний, емоційний і соціальний компоненти навчання, з орієнтацією на розвиток професійних навичок у змодельованих ситуаціях.

Висновки: рольові методи навчання, у тому числі освітні рольові ігри та класичні рольові ігри, мають високий потенціал у формуванні професійної компетентності викладачів; їх ефективне впровадження потребує чіткого розуміння ігрової структури, ролей та освітньої мети; подальші дослідження доцільно спрямовувати на розробку практичних рекомендацій щодо створення сценаріїв та інтеграції фасилітаційних стратегій у рольовий освітній процес.

Ключові слова: *технологія розігрування ролей, освітня рольова гра, професійна компетентність, фаховий коледж, педагогічна рефлексія, трансформаційне навчання, дієгетичний простір.*

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