

ROLE – PLAYING AS INTERACTIVE METHOD OF FOREIGN LANGUAGE TEACHING

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Abstract: The article discusses role-play as a methodological technique that belongs to the group of active ways of teaching practical knowledge of a foreign language. The basic didactic structures of role-plays for young educators are analyzed. And also main structural components of the teaching role plays are highlighted based on the main characteristic features of all role plays in language learning.

Keywords: role-play, teaching technique, flexibility, social skills.

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. It's because of the importance of English in any field of our lives. Speaking is a language skill of oral communication to express human idea, feeling, option, and thought or information which helps people to communicate one other. Learning language does not mean just learning about structure or vocabulary but the important thing is learning how we use language for communication to one or the other person, how we speak and make the people understand what we talk. Furthermore, in developing speaking activity, the students need a good condition to increase their speaking frequency such as learner's language environment. Some teachers are unaware of the possibilities of role-play. They may feel that such an activity is not appropriate for classes which cause discipline problems and that conducting role-play would create chaos. In addition, they claim that students may be reluctant to be someone else, or, that their level of language is too low. As experience shows, role-playing games most often have the character of assimilation, i.e. situations that are typical of the surrounding reality are played out in them, which are familiar to students from personal experience (when visiting a movie, museum, etc.) or are observed by them in real life of adults (doctor and patient). Sometimes roleplay can be more theatrical: with conflict, climax and denouement. But the element of conventionality is inherent in all types of role-playing game.

The didactic structure of the teaching role-plays is based on the theory of children's role-playing games. According to D.B. Elkonin structure of the children's role plays consists of 4 elements:

The roles that children take on;

Game actions and actions by which children realize their roles and relations between them in the general context of the game

Props of the game;

Real relations between playing children (remarks, comments, regulating the game) . Having extensive experience in playing activities related to pleasant emotions, a teenager easily and with pleasure accepts a game during the educational process. As experience shows, in foreign language lessons, the game does not lose its attractiveness to students, although they, of course, are aware of non-game characters embedded in the role-playing game, i.e. training goals. However, for the teacher, the structure of the game is complicated precisely by the inclusion of educational tasks, as well as the creation of didactic conditions necessary to achieve game and educational goals.

The main features of all role-plays are:

The existence of the problem underlying the game;

The presence of certain characters / roles that have a different relationship to the issue under discussion;

The presence of a problematic situation that contains the conditions for cognitive conflict.

There are 5 main structural components of an educational role-playing game:

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Goals (game and educational);

The content of the game (the language material of one or more conversational topics, a set of training situations);

A set of roles through which the game is realized; 4) the plot (script) of the game; 5) props.

Role-play in foreign language lessons is used primarily for the development of speaking skills and correlates with both forms of speech: prepared and unprepared, creating the prerequisites for the natural transition of the first to the second. This, in turn, presupposes the preliminary assimilation of linguistic material, the formation of appropriate skills and abilities, which ultimately allow students to focus on the substantive side of their statement. According to meet the needs of modern society requirements, young professionals should be goal-oriented, creative and energetic. They also bring a fresh perspective – a new look at old problems. The ability to communicate effectively in a foreign language is primary essential nowadays in the period of globalization. In recent years, there has been increasing demands for graduates who know English or other foreign language well enough to be ready to use it in real life communication and speak confidently. Over the last decade, problems of overcoming language barriers in teaching a foreign language and making the teaching process more effective has gained much attention. Role playing is one of the large amount of drama activities which can be listed as a successful educational technique in the foreign language class because of presents some important characteristics for its teaching: easy organization, flexibility, it can be open ended, it's funny, it's a dress rehearsal for real life, it provides a lot of different experiences, it trains students to deal with some social skills of language and it helps in the memorization of new vocabulary, expressions and grammar. Making the students speak up in the EFL classroom and outside it is one of the big challenges for language teachers today. Their resistance in speaking usually comes from their fear of making mistakes and from exposing themselves to an audience. Role play can make the students get used to speaking and become, gradually, more confident and, consequently, more competent. Role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom and which increases motivation. Not only is peer learning encouraged by it but also the sharing between teacher and students or the responsibility for the learning process. The frequent use of role play techniques in the classes may encourage students to speak and develop their oral skills. Role play provides enthusiasm in the classroom and, without enthusiasm in the classroom, learning becomes just a chore ...Combine enthusiasm with involvement and it would seem to lead to more interesting classes and more effective learning” In this article he quotes a Chinese proverb that says “Tel I me and I forget; teach me and I remember; involve me and I learn” which can exemplify with success the function that the use of role plays have in class development. Another function of the use of role playing techniques is as facilitator for the linguistic items memorization. Role play activities provide physical and visual reinforcement that increases involvement and helps to fix vocabulary, structure and grammar points in mind. Also, role play activities may help teachers to overcome some of the difficulties of teaching mixed ability classes. They encourage the students to use all the nonverbal elements which are a natural part of speaking and may allow weaker students to compensate for the lack of language ability by the use of paralinguistic communication, such as body language. In a properly organized role-playing game, student behavior should be defined in situations. In this case, the selection of training situations should model the speech behavior of each and unite the whole group with a single activity of speech communication. Thus, a role-playing game is a speech, game and educational activity at the same time.

An analysis of the educational literature shows that the role-play:

This is training in action that improves the quality of training;

This is a highly motivating factor, because the game is of interest to students, especially in terms of unpredictability of denouement;

Gives students support: suggests what kind of speech models it is possible to express this or that thought in this particular situation;

It is accompanied by an emotional upsurge, which positively affects the quality of training, increases its effectiveness.

So, we can conclude that the use of role plays gives the learning process a communicative focus, increases the motivation for learning a foreign language and significantly improves the quality of language proficiency. With such an organization of the educational process, the communicative function of the language is best

realized, becoming the core of all educational activity in the lesson. The more developed is the communicative function of students, the more interesting is their joint activity, the effect of mastering linguistic material increases. Role play can be considered as one of the active forms of organization of the educational process, which allows to effectively and comprehensively implement the communicative, educational and educational tasks of teaching a foreign language. The next reason for incorporating role-playing in EFL classes is that some people learn for specific roles in life. They may want to work or travel in worldwide context. It is very advantageous for these students to have tried out in pleasant and safe environment of a classroom with the language they will presumably use. For such learners, role-play is a helpful rehearsal and what is more, it allows them not just to acquire phrases, but to learn how to interact in a variety of circumstances. We can take into consideration following features of role play technique in teaching speaking skills: Role play as a teaching technique has a positive effect on students' speaking as students feel self confident and speak without fear. Role play reduces anxiety and humiliation when speaking up in front of classmates and it helps the students to develop the micro and the macro skills of language. Adopting Role play as a teaching technique in the teaching and learning process of English learners encourages these students to learn, achieve, explore and simulate their creativity, imagination and personal likes. Another advantage of role-playing is that learners are given a chance to pretend someone else. Such a technique may help timid students to overcome their shyness of speaking. Reticent students often have difficulty talking about their experiences or about themselves. The fact that they are someone else makes them feel that their own personality is not implicated. As a conclusion one can say, role play as a communicative technique is used to promote students' speaking skill. It provides the students with opportunities to learn and practice the foreign language. Furthermore, it allows students to learn new attitudes and perspectives in different situations.

Conclusions.

Language teaching can be an interesting challenge when teachers make the effort to explore a variety of approaches. Role play is just one of the many methods available for exploitation. With some attention given to the needs of the learners, both the teacher and the learners can play active roles in the classroom, making language classes livelier, challenging and above all rewarding. So, role play increases motivation. Always talking about real life can become very dull, and the chance to imagine different situations adds interest to a lesson. Role play gives a chance to use language in new contexts and for new topics. Children and even teenagers and adults often imagine themselves in different situations and roles when they play games. So by using role play in class teachers are building on something that learners naturally enjoy. It is effective method of teaching foreign language young learners because 'fun' must be the most important part in teaching them. Role play is and why it is important because they are 'acting out' a situation, role play encourages pupils to use natural expressions and intonation, as well as gesture. Role play is an activity which can be based on a dialogue or text and it can be free activity. For having effective role play learners should be active and have considerable control over their own learning. Learners will active when the teacher organizes an interesting lesson, otherwise the teacher will not be able to make pupils be active. In addition to its integration in the ordinary classroom, these methods can also be used synergistically with special programs for children "at risk." Some children have special needs; some are physically, emotionally, or developmentally disabled; and some are simply not the kinds of children who do well in traditional classrooms and need a more active, multi-modal, experiential approach. Again, role playing in itself is no panacea, any more than the new "-scope" technologies now revolutionizing surgery can be effectively applied by people with little training. These are tools, and in good hands, they can powerfully enhance the attainment of the teachers' goals. The movement towards social and emotional learning in the schools and the promotion of emotional intelligence also should make use of this valuable resource. Role playing is a methodology derived from sociograma that may be used to help learners understand the subtler aspects of literature, social studies, and even some aspects of science or mathematics. Further, it can help them become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel and creative solutions. Role playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams, and these are above all – certainly above the learning of mere facts, many if not most of which will be obsolete or

irrelevant in a few years – will help these young people be prepared for dealing with the challenges of the Twenty-First Century.

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