

THE IMPORTANCE OF ROLE-PLAYING GAMES IN TEACHING A FOREIGN LANGUAGE

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Abstract

This article explores the significance of role-playing by analyzing its key components, including objectives, functions, role content, and the socio-psychological and didactic conditions that shape its implementation. Additionally, it examines the structural connections that ensure the coherence of role-playing in response to various external and internal changes. The role itself is regarded as a fundamental element of the educational and communicative context, reflecting its core parameters.

Keywords: Role-playing, foreign language teaching, communicative skills, educational games, motivation, simulation, fluency, interaction, didactic conditions, communicative competence.

Introduction

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher isn't convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to" [1]. Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer [2] advocates the use of role-play for the following reasons: It's fun and motivating Quieter students get the chance to express themselves in a more forthright way The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences. Role-play is a possible at elementary levels providing the students have been thoroughly prepared. Try to think through the language the students will need and make sure this language has been presented. Students may need the extra support of having the language on the board. At higher levels the students will not need so much support with the language but they will need time to 'get into' the role. The role of the teacher Facilitator - students may need



new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage. Spectator - The teacher watches the role play and offers comments and advice at the end. Participant - It is sometimes appropriate to get involved and take part in the role-play yourself. Role-playing games are actively used in teaching English. This is a technique with very good learning opportunities, so it is often used not only for children, but also for adults. The use of role-playing games in the classroom allows you to increase the effectiveness of classes. Learning activities become more interesting and diverse, the participants actively interact with each other, which allows them to accelerate the development of speech skills. Knowledge of a foreign language in modern society is a necessary part of a people's personal and professional life, since career assessment and personality assessment are interrelated. All this on the whole causes are needed for a large number of citizens who practically speak foreign language. In addition, a good knowledge of a foreign language is an extremely important requirement for all those who want to take part in a competition for a prestigious and highly paid job. According to Solcova [3] role-play and simulation increase learners' self-confidence and encourage more hesitant learners to speak because it is not themselves who they present when conversation happens and thus they do not have to take the responsibility for their utterance and actions. Therefore, from the statement of Harmer above stimulate the researcher to conduct similar study. This research combining the simulation technique and role- play as teaching technique in English speaking skill to motivate the students that have different motivation. Role play is a technique that allows students to explore realistic situation by interacting with other people in a managed way in order to develop experience. According to Kusnierek [4] role-play can be defined as one of whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom and which increase motivation. Not only peer learning encourages by it, but also sharing between teacher and students of the responsibility for the learning process. Moreover, role-play can be very useful dress rehearsal for real life, especially for people who are learning English for professional purpose. It fits the desire for realism, since it gives the students the chance to rehearse the typical activities. Another function that very important of the usage of this technique is it can be as facilitator for linguistic item memorization. Role- play provide physical and visual reinforcement that increase involvement and helps to fix vocabulary, structures and grammar.

Being one of the most effective, flexible and versatile training methods, role- playing game is designed to enhance the learning process, make it more productive, as well as form and further develop the motivation of learning. Role-playing games can be conditionally divided into social-everyday (E.A. Maslyko's term) and professional (or business) games [5].

The purpose of using social-everyday games is to develop students' skills and abilities of foreign language communication in general cultural terms, as well as the development of initiative, collectivism and responsibility as socially significant personality traits, improving the culture of behavior. The purpose of professional (or business) games is to form students' skills and abilities to communicate in a foreign language, and to develop their professional tact. Being introduced into the system of traditional learning, the educational game performs several didactic functions, which are manifested in the creation of adequate conditions for the complex



formation of communicative competence in a foreign language and the system of communicative skills in students. Role-playing learning function; games is that the game contributes to the acquisition of knowledge, as well as the formation of foreign language skills in the within one or more training topics. A student's choice of one or another role, on the one hand, determines the assimilation of specific educational material in the individual work mode, and the other, cooperation with other students, for solving their educational and cognitive tasks and realizing their role-playing behavior. The educating and motivational- stimulating functions of the role-playing game are closely interconnected and are manifested in the fact that the processes of joint solution of communicative and methodological problems are characterized by motives of self-affirmation and competition, the typical emergence of mutual help and mutual control, as well as the formation of relations of "responsible dependence" which altogether contributes to the manifestation and formation of students' initiative, collectivism, a sense of responsibility for their specific contribution to the solution of general group tasks, that is motivates and stimulates educational activities: it has a positive effect on the personality of the student, broadens the mind, stimulates creative activity. The developmental role-playing function is manifested in the formation and development of such mental processes and personal qualities as attention, memory, creative imagination, which allows each student, as a subject of communication, to realize at a higher level the procedural and substantive aspects of professional communication, to manifest his creative individuality, improve their communication and organizational skills [6]. The content of the role-playing game includes the topic of the role-playing game, a number of problem situations on the topic, certain roles that students will play, socio-psychological conditions of the educational process (complexity of the topic, level of knowledge of language material and subject knowledge, degree of students' learning and learning) and role-playing game. The theme of role-playing games is selected in accordance with the training topics defined in the program. Various forms of activities are realized in communication: educational and cognitive, socio-political, labor, sports, art, household. At the same time communicating perform certain roles: social, interdependent, intergroup and interpersonal. Communication is carried out on the basis of the main organizational forms: -establishing relationships; -questioning; -planning and coordination of joint activities; -condemnation or approval; -discussion of the results of activities; -discussion. From a functional point of view, communication as an independent activity has all these characteristics. The role is a functional side of the status, which is determined by the rights and duties, the stable position of the subject in a certain relationship system (teacher - student, parent - child, buyer - seller, patient - doctor). Relationships of joint activities develop in the process of the activity itself, the cooperation of interlocutors, and are characterized by the presence of common ideas and goals (classes in clubs, Olympiads, quizzes, excursions, propaganda team, disputes). These relationships are largely due to the intergroup structure, cohesion; they are mediated by the goal of the joint activity, its content and values. These relations are formed in the form of friendly competition, healthy rivalry, but they may escalate to hostile competition and confrontation. While learning to communicate, it is necessary to connect all possible forms of activity and to develop speech on the basis. Role-playing involves the imitation of reality in a particular situation and requires not only a higher



language level, but also taking into account a certain psychological state of a person who is involved in the situation; therefore, the selection of situations is rather difficult. It allows you to create an artificial situation in which the student, using facial expressions, gestures, verbally formalizes his behavior, attitude towards something.

Role-playing at an advanced stage can be combined with a business game. Business games have historically developed as economic, managing, imitative games. They are a new type of training in which the assimilation of knowledge, the formation of skills and abilities, as it is superimposed on the fabric of professional activity represented in training in a certain model form. The foundation of learning based on role-playing and business games. G.A. Kitaygorodskaya notes 5 following principles: -gaming modeling of professional activity -the principle of joint activities of participants -the principle of dialogical communication of game partners -the principle of the problematic content of the process -the principle of two-sided playing educational activities. Only the first principle is characteristic only for business games, the other four can be applied to role-playing games [7]. It is role-playing games that teach the norms of speech communication, provide possession of those communicative units that are necessary when participating in a business game, when the attention of learners is focused on the professional side of verbal behavior and speech activity. Change of names and the using of "legends" is one of the most important psychological and pedagogical conditions that contribute to the effective management of communication. Psychologically, "I" - the mask is my new face, I fulfill new social responsibilities for me, so I choose my behavior, I build relationships with all unfamiliar members of the group within the framework of those rules which are demanded from me in new organization or institute. Generally, five categories of roles are distinguished:

1. Inborn, that is determining the sex and age of the participant in the game;
2. Attributed, that is nationality or belonging to a particular social group;
3. Acquired, that is specifying the profession;
4. Effective, that is suggesting a certain range of actions in the proposed situation (for example, a visit to a doctor);
5. Functional, that is defining functions of communication (for example, offering help, expressing sympathy).

The most two important categories of roles are significant while learning a foreign language. In particular, functional roles can be considered as the minimum communicative blocks that make up a role-playing game. These blocks can be included in different game situations, so they need to be worked out at the preparatory stage. And effective roles will help to choose the way to solve the task [8]. An essential element of role-playing games is the resolution of one or several problem situations. This improves the motivation of statements, makes them more reasoned, emotional, ensures maximum activation of students' communicative skills. The need for careful thinking of the situation, finding the right solution develops logical and critical thinking, the ability to argue and counter-argue, to persuade the interlocutor. In the process of role-playing is the opportunity to combine educational and upbringing work, to overcome the psychological barrier of uncertainty, to generate interests, to involve students in the work on the production of objects necessary for the game. Active learning methods contribute to easier and more durable learning of the material, ensure its long-term memorization. Students are



willingly engaged in this technique, since the process of mastering the language takes place in a favorable psychological atmosphere that helps them to assert themselves, to believe in their abilities, strengths and capabilities. Role play is a technique that helps students improve their speech skills in the dialogical speech, as well as try their hand at acting. Role-plays are interesting, memorable and engaging, and students retain the material they have learned. In their assumed role, students drop their shyness and other personality and cultural inhibitions, making them one of the best tools available for teaching a second language.

Conclusion

Through the games teacher can make the lesson more interesting, easy to understand, fun and also it will help students feel free with their group mates. Students can learn more words and it will help them to start speaking well in English.

Role-playing games (RPGs) play a pivotal role in foreign language acquisition, offering an engaging and interactive environment for learners. By simulating real-life scenarios, RPGs create opportunities for students to practice language skills in a contextualized manner, helping them develop both their fluency and confidence in using the language.

Through role-playing, learners are exposed to diverse vocabulary, grammar structures, and cultural nuances that are essential for effective communication. These games promote active listening, speaking, and problem-solving skills, encouraging students to think critically and use the language spontaneously. Additionally, role-playing fosters social interaction and teamwork, enhancing collaborative learning experiences and motivating students to participate more fully in the learning process.

The immersive nature of RPGs also aids in reducing language anxiety, as students are placed in non-threatening, enjoyable situations where mistakes are seen as part of the learning journey. This approach allows for a more natural acquisition of language, as learners engage in real-world tasks and social exchanges, making the learning experience more meaningful and memorable.

In summary, role-playing games are a highly effective pedagogical tool in foreign language teaching. They not only improve language proficiency but also enrich students' cultural understanding and interpersonal communication skills. By integrating RPGs into language instruction, educators can create a dynamic, supportive, and motivating environment that fosters language acquisition in a fun and interactive way.

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