

## BENEFITS OF ROLE-PLAY ACTIVITIES IN TEACHING FOREIGN LANGUAGES

**Mamlakat Azadovna Ruzmetova**

Teacher, Interfaculty Department of Foreign Languages  
Chichik State Pedagogical Institute

### ABSTRACT

In recent years, language learning has focused on the learning process rather than the form of language teaching. The emphasis should be placed not only on the language competence of the people studying it, but also on the development of their communicative abilities. In order to develop students' communicative ability, the teacher must create a script to teach the language in a lively, active and interesting form. Many English teachers study and apply innovative methods in the classroom. They introduce dialogues, open scenarios and role-playing games into the lesson. This paper purposes to explore advantages of role –play activities in language learning and teaching process

**Keywords:** RP (role-play) games, theory of roles, psychodrama, technique, students.

### INTRODUCTION

Nowadays, a new theory has appeared, developed by sociologists and socio psychologists, revealing the idea of applying role behavior. This theory is called the "theory of roles". Those who advocate the "theory of roles" believe that the unity of a person with his environment is manifested in the fact that a person is a performer of several roles: for example, in the family – the role of a son, in school - the role of a student, and so on. These roles determine the speech and non-speech behavior of a person in society.

### MATERIALS AND DISCUSSION

Thus, the concept of a social role is a component of social relations, in which the environment acts as the primary socialization in relation to the individual. In the environment, a person receives a social experience that is fixed in the language. In educational conditions, natural social roles are "teacher - student", which means that when using role-playing as a means of learning, we will talk about the so-called "secondary socialization", which

imitates "primary socialization" in its defining features. Speaking of secondary socialization, social roles in it are artificial in nature (tasks usually have the following wording: "imagine that you work as a guide interpreter"). Moreover, the measure of conditionality can vary: for example, acting as a literary character or a fairy -tale hero. It happens that the role-playing game has the character of assimilation, in other words, situations typical of the environment are imitated, and sometimes the role-playing game can be complicated by conflict, culmination and denouement. But the element of convention is inherent in all types of role-playing game . R.P. Milrud defines role-playing as "a methodical technique belonging to a group of active ways of teaching practical. However it owns special history . RP has its origins in the psychodrama which is a form of psychotherapy, created by Levy Moreno. Moreno (1987) defines Psychodrama as “the science which explores the truth by dramatic methods” (p. 13). It uses five instruments –the stage, the actor, the director, the staff. and the audience (Moreno, 1987). Among the different techniques of psychodrama, role-playing is the most used in the educational area since according to Moreno (as cited by Martinez, 2009), education should encourage spontaneity and creativity as essential matters for human development and as one of the bases for the social change. Year by year , because of observations and studies , educators are implementing role –play activities in teaching foreign languages. Especially, Kusnierek (2015) defined Role-playing as a “complete range of communication technique which develops language fluency and promotes student interaction during the class, increasing students’ motivation, encouraging their learning, but also sharing responsibilities between teacher-student” (p.7).Of course teachers are following by this point of view.

## RESULTS AND DISCUSSION

Gaming activity performs the following functions

- \* entertainment (this is the main function of the game - to entertain, to give pleasure, to inspire, to arouse interest);
- \* communicative: mastering the dialectic of communication;
- \* self-realization in the game;
- \* game therapy: overcoming various difficulties arising in other types of life;
- \* diagnostic: identification of deviations from normative behavior, self-knowledge during the game;
- \* correction function: making positive changes in the structure of personal indicators;

\* the function of interethnic communication: assimilation of common for all people of socio-cultural values;

\* socialization: inclusion in the system of social relations, assimilation of the norms of human community. command of a foreign language" [23; p. 8].

Also, Immersion in role-playing games in a foreign language helps students solve problems they may encounter in real life and enjoy the process of role-playing. It differs from the traditional dialogue in that it is not one exercise out of many that are offered during the lesson, it is the whole lesson. Also, the game does not have to be prepared, but it must be structured.

The key motivation in learning foreign languages is interest. Interest not only in learning the language, but also in the means that are used in teaching. Immersion in role -playing the game assumes both the relevance of the topic and the interest of students. If a student loves to play football, the teacher should allow him to take on the role of a professional football player who, perhaps, gives interviews to journalists after winning the championship. This is a very effective method, because children of primary and secondary school age dream the most. As long as the topic relevant, the teacher does not need to worry about keeping students interested; the class will do it on its own. Immersion in a role-playing game is a huge task for which the teacher I must prepare carefully. However, the preparation of students and their work in the classroom will compensate for the teacher's work. The first task of a teacher is to assess the interest of his students and the areas of knowledge in which they are able to conduct a conversation. This can be done in a simple conversation or by filling out a questionnaire before the action begins. Immersion in a RP game is an action that a student should enjoy so that learning takes place more freely and at ease, which will allow him to more easily expand the boundaries of his language experience. Realizing that his students are interested, the teacher assigns roles based on the structure he has chosen for the project. Students accept this role and explore it (whether in English or in their native languages, it doesn't matter at this stage). This research is conducted between classmates, and then verified by the teacher with the whole class or in private interviews with students. The teacher should be prepared to guide students who have difficulty finding relevant information regarding their role. The teacher also needs to provide dictionaries with keywords for assigned roles. Role-playing should be a pleasant pastime, but without knowing the word to use, the project can easily become a disappointment. Ideally, immersion in a role-playing game should be unprepared, but this kind of improvisation can be intimidating for most students. Therefore,

while the students are not used to the project, the teacher can provide assistance during classes. However, do not forget that the presence of the teacher during the role-playing game should be minimal. In any case, he is more of a moderator and mediator, not a teacher. With the students' inherent interest in the role, they take on they take the initiative and try to figure it out on their own. As a result, students will remember what they learned in this project. In addition, they will have a complete understanding of the concept and the free use of the dictionary.

## CONCLUSION

In conclusion, learning a language can be an interesting challenge when the teacher makes every effort to explore different approaches. Role-playing is just one of many learning tools. With some attention to the needs of the students, both the teacher and the students can play an active role in the classroom, which makes language learning alive, and, above all, worthwhile. So, role-playing games increase motivation. Constant conversations about real life can get boring, and the opportunity to present various situations live adds interest to the lesson. Role - playing game gives the ability to use the language in different contexts. Children, teenagers and even adults often imagine themselves in different situations and roles when they play any games. Thus, using RP games in the classroom, the teacher creates something that students really enjoy. This is an effective way to teach a foreign language to young students, because "pleasure" should be the most important part in their learning.

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