SPECIFICS OF AGE IN GAMES AND ROLE-PLAY IMPLEMENTATION IN FLT

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ABSTRACT

The article provides an overview of the relevant literature, based on which it has been created appropriate role-playing games for implementation in the classroom. First, the differences between adults and children in the learning and teaching process are acknowledged. Some important theories of child development are also discussed. It also examines the influence of cognitive, social, and emotional development on learning.

Keywords: role-play, game, cognitive, upbringing, sociality, adult, child.

INTRODUCTION

Modern Uzbekistan is focused in its development on the formation of a harmoniously developed, highly educated, thinking younger generation. In our state, great importance is attached to the upbringing of spirituality, morality, and enlightenment.

Nowadays the intercommunication between Uzbekistan and the English-speaking countries grows rapidly. It, of course, has its impact on the development of the cultural exchange. The importance of learning languages remains one of the most inevitable and important for those who intend to get acquainted with the culture of a foreign country.

LITERATURE REVIEW AND METHODOLOGY

It is widely accepted that not only the teacher is a factor in successful education. There are different aspects that need to be considered when teaching and learning. In terms of role play implementation for young learners, we as teachers need to take into account specifics of age that relate to the cognitive ability of learners. Additionally, we should

also bear in mind the social and emotional development of children. Having known these aspects of learners we can apply a variety of methods and techniques to support learners in acquiring language. The difference between young and adult learners has also a considerable effect on the process of learning requiring differences in teaching.

The difference between young and adult learners. The field of human development acknowledges differences between early childhood (ages 3-6) and middle childhood (ages 6 -10). Hence, the way of learning and teaching varies not only between young learners and adults but also between young learners ranged by years. Currently, there is an increasing number of children at increasingly younger ages are being taught English around the world. In many countries, governments require students to study a foreign language beginning in preschool and English has become compulsory starting from the first year of studying in elementary school. Therefore, there is a great demand in recognizing the difference between teaching young learners and adults.

Nicolas and Lightbown cite: "…young child second language acquisition needs to be distinguished from both first and older child second language development as well as from second language acquisition by adolescents and adults. The distinctive nature of young child second language acquisition also means that a distinctive child second language pedagogy is required."

Hence, it is vitally important that English language teachers who teach children recognize the similarities and differences between adult and child language learning "so that they can make their work in the classroom as effective as possible".

According to Jeremy Harmer the age of students is a major factor in the decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect greater use of abstract thought.

He also cites that there are several beliefs about the age of a learner and the effectiveness of learning languages. One of the beliefs is that young children learn a language faster and effortlessly. Another belief is that adolescents are unmotivated and less communicative than younger children. There are some who believe that adults cannot succeed in learning due to ageing and barriers to learning.

While studies show that older learner have an initial advantage in learning foreign language. This advantage may occur due to their cognitive abilities to use "cognitive and metacognitive abilities and strategies to learn many aspects of the L2 initially faster". In contrast, it has been revealed that younger learners generally tend to have better

ultimate attainment that may be since younger learners learn a second language more implicitly. "Keyser and Ross et al, found that aptitude for language learning is only important for older learners which supports the idea that younger learners learn more implicitly while older learners learn more explicitly."

Lily Wong-Filmore examining social and cognitive aspects in second language learning proposed that children learn more by exposure to the language much like as they do with their native language. However, some scientists consider that beyond puberty second languages can only be learned through conscious effort and diligence. Lily Wang-Filmore also revealed the influence of the social aspect on learning process. Young learners are active and they initially use language and only after practice they figure out the rules of the language. Finally, they produce novel language with the help of rules. Socialization plays a vital role in teaching young learners. Accordingly, young learners need opportunities to use language interacting with native-speaking peers. By doing so, children progress in the second or foreign language acquisition.

As we figured out the dependence of the language acquisition on the age of learners we should also change the way of teaching.

RESULTS AND DISCUSSION

There are several factors that should be considered. The first difference in teaching in practice "may have been due to the notion that primary school should be 'fun' but it was noted by more than one teacher (of children) that 'hands-on' techniques and a multisensory approach were key elements in language learning"

Another factor given for the different approaches is that the duration of learning a foreign language by children needs more time and so different techniques that are more developmentally appropriate can be used. Another difference was that the teachers of children used the students' L1 more and "there were more practices used which allowed students to draw on their L1 cultural knowledge"

As was cited by Jeremy Harmer, young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents, and adults in the following ways:

Children respond to meaning even if they do not understand individual words. They often learn indirectly easier than directly - that is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught. Understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with. Young learners

generally display an enthusiasm for learning and a curiosity about the world around them. They also have a need for individual attention and approval from the teacher. They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom. They have a limited attention span; unless activities are extremely engaging, they can easily get bored, losing interest after ten minutes or so.

Lev Vygotsky cites: "A child at the age of 7-11 is conscious of his relationships with adults, and reacts to them affectively; unlike in early childhood, he now generalizes these affective reactions (he respects adult authority in general, etc.). The presence of such generalized affects in play does not mean that the child himself understands the motives that give rise to a game or that he does it consciously. He plays without realizing the motives of the play activity. In this, play differs substantially from work and other forms of activities. On the whole, it can be said that motives, actions, and incentives belong to a more abstract sphere and become accessible to consciousness only at the transitional age. Only an adolescent can clearly determine for himself the reason he does this or that."

Having established the difference between young and adult learners and the impact on the foreign language learning we are going to reveal some theories of child development.

Another theory provided by Russian theorist, Lev Vigotskiy. He considered the other people in the child's environment also to be valuable. He noted that children learn more when they are assisted by others rather than on their own. He called the difference between what a person could do alone and what a person could do with assistance the *zone of proximal development* (ZPD). Saying simply, if children gain an amount of support or help, they accomplish more than they can on their own. Vygotsky saw children and others as social learners who create meaning through interactions with others particularly in the ZPD. One way that children create meaning is by talking about what is happening during various experiences with adults or others who understand more than they do. "One of the most important implications from the Vygotskian approach to learning is that classroom talk involving both teachers and learner deserves a great deal of attention. In fact, classroom talk is where learning happens".

CONCLUSION

Teaching should be appropriate to the cognitive abilities of learners. Taking into consideration   the theories, we will discuss

cognitive, social and emotional development of learners and their influence on the language acquisition.

Having analyzed the data of the role play concept it can be emphasized that role play is a valuable medium that can be definitely used in teaching a foreign language as this method meets the requirements of modern foreign language teaching methodology. Additionally, when applying role plays in a foreign language classroom it is crucial to remember the development of human by age and the appropriateness of role play to certain stage of development. In order to figure out the appropriateness of the role play and the efficiency of its implementation, we should be aware of the differences between young learners and adults. Children's cognitive, social and emotional abilities at different ages should be taken into consideration. Vigotsky's and Piajet's theories of child development have been introduced in order to identify the factors that can contribute to the final result of role play implementation. Scientists have different views on the types of role plays. Main types of role plays and their patterns have been also explained and have been categorized by several characteristics: according to scripts, duration, purpose and number of participants.

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