

## THE IMPORTANCE OF ROLE PLAYS IN TEACHING FOREIGN LANGUAGES

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**Annotation.** Games are an interesting tool for children to understand the world around them. Therefore, learning a foreign language through games is easy and interesting for students. This article includes methods for using role-playing games in English lessons and developing students' speech. In addition, recommendations are given on the correct distribution of time for practical exercises through games.

**Key words:** innovation, method, role-playing game, speech, image, exchange, incentive, principle, rule, sorting.

**Аннотация.** Игры являются интересным инструментом для познания детьми окружающего мира. Поэтому изучение иностранного языка через игры проходит легко и интересно для учащихся. В данной статье приведены методики использования ролевых игр на уроках английского языка и развития речи учащихся. Кроме того, даны рекомендации по правильному распределению времени для практических занятий через игры.

**Ключевые слова:** инновация, метод, ролевая игра, речь, образ, обмен, стимул, принцип, правило, сортировка.

**Annotatsiya.** O'yin bolalarning o'z atrofidagi dunyoni tushunishlari uchun qiziqarli vositadir. Shuning uchun, chet tilini o'yinlar orqali o'rganish, talabalarga oson va qiziqarli. Ushbu maqola ingliz tili darslarida rolli o'yinlaridan foydalanish va o'quvchilarning nutqini rivojlantirish usullarini o'z ichiga oladi. Bundan tashqari, amaliy mashg'ulotlarni o'yin orqali amalga oshirish uchun vaqtni to'g'ri taqsimlash bo'yicha tavsilar berilgan.

**Kalit so'zlar:** yangilik, usul, rolli o'yin, nutq, tasvir, almashish, rag'batlantirish, tamoyil, qoida, saralash.

The reason why I chose this article is that role plays are essential in classroom usage because while role playing learners put their language into practice and can experience, try the language in different situations on the condition that the material should be authentic, from real life. Suitable role plays to the learners' level and on such condition give very good results. For example in the future if a learner comes across in a situation like he practiced in class he will easily put up with the situation because of the previous experience. Learners can learn the language easily by observing, watching and practicing. So I think role play activities are more effective to teach the language. The use of videos of teaching not only allows scope to practice observation, but also provides an opportunity to extend participants' knowledge about range of activities, techniques and processes currently used in languages teaching. So I think role play activities are especially effective to teach a foreign language while students are acting role plays the teacher may record them afterwards, the teacher will listen to the recorder in order to find out the weak sides of the students and according to that the teacher can develop new activities for improving that weakness.

We can teach the learners by giving them key words and situation for example "In a restaurant", by giving problematic situation such as, one student has a headache, and he wants to make

an appointment with Dr. Smith. Two students have to play a role “a doctor and a patient”. Adrian Doff described lots of role play activities.

Activity 1: One pupil imagines he or she is a farmer. Other students ask him or her questions about his or her daily routine.

Activity 2: A group of pupils imagine they are friends planning a holiday together. They try to decide where to go and what to do.

Activity 3: One pupil has lost a bag. He or she at the police station is reporting it to the police. The other student is the police officer and asks for details [1].

I think role play is a way of bringing a situation from real life into the classroom. When we do role play, we ask students to imagine. They may imagine; they may pretend to be a different person. In role play, students improvise. Role plays should consist of short scenes, which can be realistic, as in acting out a shopping situation or pure fantasy as in pretending to be interviewed on TV.

Friederike Klipper pointed out that Role Plays are quite demanding foreign language situations in that the players have to use the foreign language correctly and improve students' oral performance generally.

The author also described several role activities which will be useful for us. For example, “Telephoning”, “TV interview”, “Talk show”, “Interview for a job, Making a radio programme”.

In addition to this Angi Malderez and Caroline Bodoczky gave their following opinions.

Although the teacher role requires the most acting, which some people find difficult, it is nonetheless very important that participants experience what it is like to be on the receiving end of mentoring and thereby develop the ability to empathize and to consider their interventions from the point of view of possible impact on their mentee.

They described six stages on the Role Play.

Stage 1 All participants. Familiarisation with lesson plan.

Stage 2 All participants. Video-viewing and making.

Stage 3. Role-Play preparation.

Stage 4. Role-Play.

Stage 5. Discussion.

Stage 6. All participants. The whole group discussion of insights.

1. Participants familiarize themselves with the videoed lesson objectives and plan and lesson observation schedule if used

2. They watch the video and make notes.

3. Participants, in three role-play preparation groups study their role cards and carry out any specific tasks in preparation for the particular role play.

4. In groups of three, “Mentor” and one “Teacher” role-play a post lesson discussion with the Observer sitting slightly to one side, taking notes as instructed in their sheet.

5. The Observer in each group, acting as time keeper, indicates when the role-play should stop, and chairs the post-role-play discussion according to the post-role-play sheet.

6. Whole group report back of learning from each role-play group.

According to these descriptions teachers learn how to use role play activities in ESL classes and pupils learn the language effectively by playing roles, watching videos, movies, cartoons and making notes. While playing role or watching cartoons, movies and videos they try to be creative. By doing such kind of activities the learners can develop their communicative skills. In conclusion I can say that students can easily learn the language by acting out different characters from fairy-tales, movies and etc. The English say, “Practice makes perfect”.

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