

ROLE PLAY GAMES ON TEACHING ENGLISH

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Annotation: The article discusses the role of games in English teaching. Role-play has its long history of usage because of its effectiveness. It was used in military service, psychiatry, business, and only after that, it becomes an inevitable tool in modern teaching. Role-play can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated.

Keywords: Teaching English, role play game, educational benefit, teaching and learning atmosphere.

Introduction

In today's global world, the importance of English can not be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, which, in my opinion, is the most important sphere where English is needed. Particularly, as a developing country, Uzbekistan needs to make use of this world-wide spoken language in order to prove its international power. Consequently, English should be the medium of instruction at universities in Uzbekistan for the following three reasons: communicating with the international

world, accessing scientific sources in the student's major field and finding a well paid job. Education is very important to all of us, especially to teachers. Without proper education, one gets lack of all educational benefits in his/her life. Education is the only key to success in personal and professional life, it provides us with various types of knowledge and skills. We can say that education is a continuous, slow and secure process of learning helping us to obtain knowledge. It is a continuous process starting when we take birth and ending when our life ends. We learn to become a good person, learn to live in home, society, community and friend circle. One who gets proper education becomes admired by the members of the family, community and country. Proper education by all brings equality among human beings and removes the feeling of difference. Education not only makes us able to learn about history, science, math, geography, and other subjects however it makes us smart enough to learn how to live life and handle bad situations. Therefore, it is difficult to overvalue attention given to increase a level of knowledge in society, methods of education, organization of lyceums, schools.

Our government for preparation harmoniously developed generation did enormous attempts. During the last years of our independence, the most important documents were adopted which aimed at creation of favorable conditions for a new highly educated generation and gifted children. Let us count some of them: The Law of the Republic of "On the National program of training specialists" (1997), "On education", the Resolution of the Cabinet of Ministers "On the organization of general secondary education in the Republic of Uzbekistan", "On measure of organization on special secondary education in the Republic of development and financing the material and technical lyceums and professional colleges for the years of 1999 - 2003". Among listed documents "The National program of training specialists" stipulates formation of many-sided individual educated thought the system of continuous education organically connected with intellectual, cultural and moral education of pupils. Today, the importance of our people's perfect knowledge of foreign languages can scarcely be exaggerated as our country aspires to win a decent place in the world community, because our people see their great future as a life in cooperation with their foreign partners.

So, let us begin with the words from the abstract of A. Dorothy “Second Language Acquisition through Task-based Approach – Role-play in English Language Teaching” where she says: Language teaching is not just about teaching languages, it is also about helping students to develop themselves as people. So what can we do to ease the process of learning English? How can we speed up students fluent speaking?

One of most popular and common among teachers methodic is TBLT. Task based language teaching (TBLT) proposes the use of tasks as a central component in the language classroom because they provide better contexts for activating learner acquisition processes and promoting second language learning. Task-Based language teaching has attracted the attention of second language learning which was coined and later developed by second language researchers and educators in reaction to other teacher-dominated, form-oriented methods. Role play is a technique in which students are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles.

Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. Role play is very important in teaching English because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person’s place for a while. According to Stephen D. Hattings based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill. Why use a task-based approach?

1. Tasks can be easily related to students’ real-life language needs.
2. Tasks create contexts that facilitate second language acquisition (i.e. an L2 is best learned through communicating).
3. Tasks create opportunities for focusing on form.
4. Students are more likely to develop intrinsic motivation in a task based approach.
5. A task-based approach enables teachers to see if students are developing the ability to communicate in an L2.

Conclusion

The first role-play was conducted, probably, in Ancient Greece, whereas scientists suppose, a master teaching a pupil, said to him: „Act as if I am a customer and you are serving me“. The pupil played his role. The master played his role like a would-be-customer. When they discussed their roles afterwards, play was used as method of instruction (Corsini, Shaw & Blake, 1961). Furthermore, such kind of techniques were used in psychiatry in a scientific way. In 1946 Moreno created a sociometric measure, a technique that studies interpersonal attraction and group membership in institutional settings (e.g., reform schools). He used role-play for psychiatric objectives. These plays are known under the names of psychodrama and sociodrama. Role-play long has been a common training method even among military branches, emergency response groups, and every companies where quick decision-making is highly valued. Currently, the educational use of role-play became more and more widespread. During the 1970s and 1980s the use of role-play increased even further and role-play is now common-place in university curricula, business, and industrial training programs.¹ Role playing/simulation clearly promotes effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find

¹ <http://bible.org/seriespage/teaching-through-role-playing>

themselves" (Jones, 1982,p. 113). To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills. Scarcella and Crookall (1990) review research to show how simulation facilitates second language acquisition. Three learning theories which they discuss are that learners acquire language when: (1) they are exposed to large quantities of comprehensible input, (2) they are actively involved, and (3) they have positive affect (desires, feelings and attitudes).

Comprehensible input is provided in simulations because students engage in genuine communication in playing their roles. Active involvement stems from participation in worthwhile, absorbing interaction which tends to make students forget they are learning a new language. Students have the opportunity to try out new behaviors in a safe environment, which helps them develop long term motivation to master an additional language. In addition to encouraging genuine communication, active involvement, and a positive attitude, the simulated "real life" problems help students develop their critical thinking and problem solving skills. Sadow (1987) gives an interesting example of student and teacher activities in a simple role play. The teacher tells the class that they are extraterrestrials who, for the first time, are coming into contact with earthly objects such as toothbrushes, watches, lightbulbs and keys. Without reference to human civilization, the participants must draw conclusions about the objects' function. This role play, or similar creative, imaginative activities, will stimulate students to use their imagination and challenge them to think and speak as well. In more complex simulations the activities of the teacher may be more detailed and student activities may be more defined. The teacher might, for example, explain a handout or have the students read a case study defining the situation, and role play cards (which describe the role which the student is to play) might be distributed. Such simulations can be applied to teaching language in many areas, such as technical English (Hutchinson and Sawyer-Laucanno, 1990), business and industry (Brammer and Sawyer-Laucanno, 1990), and international relations (Crookall,1990). Indeed, Pennington (1990) even includes role playing/simulation as part of a professional development program for language teachers themselves.

References:

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