



THE EFFECTIVENESS OF ROLE PLAYING IN CLASSES

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ANNOTATION

This article is devoted to the advantages of role playing and communicative language strategies. This article mainly focuses on role playing because it is very important in communication language teaching because it gives students an opportunity to practice communicating indifferent social context and in different social roles.

ANNOTATSIYA

Ushbu maqola rol o'ynash va kommunikativ til strategiyalarining afzalliklariga bag'ishlangan. Ushbu maqola asosan rol o'ynashga bag'ishlangan, chunki u aloqa tilini o'qitishda juda muhimdir, chunki u o'quvchilarga befarq bo'lmagan ijtimoiy kontekstda va turli xil ijtimoiy rollarda muloqot qilish imkoniyatini beradi.

АННОТАЦИЯ

Данная статья посвящена преимуществам ролевых и коммуникативных языковых стратегий. Эта статья в основном сосредоточена на ролевых играх, потому что это очень важно в обучении языку общения, поскольку дает студентам возможность практиковать общение в безразличном социальном контексте и в различных социальных ролях.

Key words

Role playing, communication, strategy, activity, situation, speaking skills, competence, teaching technique, students' attitude, learning process.

Ключевые слова

Ролевая игра, общение, стратегия, деятельность, ситуация, навыки говорения, компетенция, методика обучения, отношение учащихся, учебный процесс.

Kalit so'zlar

Rol o'ynash, muloqot, strategiya, faoliyat, vaziyat, nutq qobiliyatlari, kompetentsiya, o'qitish texnikasi, o'quvchilarning munosabati, o'quv jarayoni.



Communicative language strategies are skills which learners need in order to maximize effective communication when they are not so accurate in their use of language. In teaching English, the teacher has to be able to make the students participate in discussing the materials actively, so that they will be able to understand what they are learning in the class and also express their own ideas orally. The most important thing to carry out the English teaching is that the teacher has to be able to use the appropriate approach, design, and procedures. One of the ways in improving students' speaking skill is by giving role play as a form of English learning activity in the classroom. Role play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goal.

Speaking competence plays a necessary role in learning and understanding any language. The term of speaking has several meanings. Widdowson says that speaking has two meanings. First, it refers to the manner in which language is manifested. Second, it refers to the manner in which language is realized as communication. The meaning of competence is "the speaker hearer's knowledge of his language". It is seen as overall underlying linguistic knowledge and ability thus includes concepts of appropriateness and acceptability.

One of the four language skills being existed in English language teaching is speaking. Therefore, speaking component has the same importance as the other language skills such as listening, reading and writing. Role play is a speaking activity where learners participate either as themselves or as somebody else in a specific situation. In this way they can act in various interaction patterns.

Role play includes "all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context."

Role play is an example of "learning by doing" The word role indicates that the students must actively apply knowledge, skill, and understanding to successfully speak and act from different, assigned perspective. The term play indicates that the students use their imaginations and have fun, acting out their parts in non-threatening environment. [2]

The use of role playing as teaching technique improved the students' speaking competence. The improvement in their speaking competence is quite significant. It was reflected from the students' attitude inside the class during the English teaching learning process. Role-play is especially helpful in teaching writing. According to Scarcella and Crookall, it facilitates writing in the following three ways:

First, it provides students with situations in which writing occurs naturally. In a traditional writing class, the students are always required to write in vacuum



about the given topic. The process is dull and painstaking. Role-play can change this situation and offer the students chances to write about interesting, relevant and motivating experiences. For example, the teacher can ask the students to play the role as an unsatisfied customer and write a letter to complain to the company about the product he/she purchased. The students can discuss in groups about the content and format of the letter, and the teacher can choose to give them instruction or writing samples either before or after their writing. Second, role-play, like all simulation activities, can help students overcome writer's block by producing a "high degree of student involvement rarely found in ESL writing activities". Third, it can be particularly helpful in the brainstorming and revising stages of the writing process. "It provides students with opportunities to see their ideas in action and to observe the consequences of their ideas and the alternatives".

So, role-play is best used in teaching language when the teachers fully understand their roles and take responsibilities using certain techniques, following necessary procedures to accomplish the tasks.

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