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ROLE AND MEANING OF THE ROLE-PLAYING METHOD IN ENGLISH TEACHING

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ABSTRACT

This article deals with role playing games, which are practical and capable of attracting students to teach foreign languages, mainly English. We are talking about the thematic features of the method, its uniqueness, how much it can attract students, and its practical aspects. In particular, the objective side of this method, different from other methods, is that during classes, the student, putting himself in free behavior, allows him to easily express his opinion through his actions, gestures, facial expressions. In turn, it will be easier for a student to feel in the environment of the English language, showing role playing games, various actions during classes, and at the same time acquire skills incomplete understanding of the language.

KEYWORDS: *Role-Play, Modern Worldview, Opinion, Practical, Educational Technologies, Discussion, Classes, Teaching*

INTRODUCTION

The current era, which is taking place with every moment full of news, requires us to be swift in this area. Learning foreign languages is part of this accelerated process. Foreign languages contribute to forming a modern worldview, the aesthetic education of contemporary youth, while young people reach adulthood, can think and enter into discussion quickly. That's certain.

The decision of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev "On measures to bring activities to popularize the study of foreign languages   in the Republic of Uzbekistan to a qualitatively new level" from 19.05.2021 PQ-5117 was another critical step in support of the study of foreign languages.

Let us pay attention to one of the methods of teaching English, which is now raised to a high level of demand in almost all areas of our time.

The main results and findings

The question arises: what is the central aspect you need to pay attention to in creating an English language environment?

The practical organization of the training environment is associated with educational technologies, methods used in the educational process. At the same time, the psychological state, the ability and attitude of the language student to study the language, his intellectual potential are considered. Suppose the student is in a free language environment. In that case, the opportunity to be in this language environment is created using various interesting methods, then the student's interest in the language is formed independently. The teacher, who managed to summarize the above two aspects, considers the lesson to be high-quality and effective and contributes to the formation of language learning skills in the student [1].

Teachers should pay attention to the following matters:

a) Consider students prior knowledge;

b) View learning as a process of transformation which led to them; the conception of conceptual change in students self;

c) Engage students in science through experimental activities for conceptual change or knowledge, which is constructed through the active participation of students in hands-on activities and mind;

d) pay attention to social interaction by involving students in group or class discussions.

The person, first of all, has to have a care and interest in learning languages and formation of abilities to learn languages. It will be obligatory to depend on external factors. It is required to harmonize more English-speaking literature, create friends from foreign countries, and communicate quickly with them in a foreign language. One of the most effective learning methods is obtaining language skills through roleplaying games that are a part of Game-based Learning. It is a social space that develops speaking and listening skills. It gives children the opportunity to reflect on and expand their knowledge of a topic while sparking and enhancing creativity and imagination.

- In what features of roleplaying games are reflected?

What is role-play? Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!
Imaginary people - The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star …….. the choice is endless! Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme. Imaginary situations - Functional language for a multitude of scenarios can be activated and practised through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

Why use role-play? It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating

- Quieter students get the chance to express themselves in a more forthright way

- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Tips on successful classroom role-play Prepare for success Role-play is possible at elementary levels providing the students have been thoroughly prepared. Try to think through the language the students will need and make sure this language has been presented. Students may need the extra support of having the language on the board. I recently did a 'lost property office' role-play with elementary adults and we spent time beforehand drilling the structures the students would need to use. When the role-play began the students felt 'armed' with the appropriate language. At higher levels the students will not need so much support with the language but they will need time to 'get into' the role.

The role of the teacher Some of the possible teacher roles are:

- Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.

- Spectator - The teacher watches the role-play and offers comments and advice at the end.

- Participant - It is sometimes appropriate to get involved and take part in the role-play yourself [2].

- What purpose of the application of this method?

In answer to these questions, we pay attention first of all to objective aspects:

1. Roleplay will promote an increase in interest in language, which is learned first of all by the linguist

2. At students skills of friendly work in collective are formed

3. Provides to student's presence in the English environment.

4. Helps students to have a mental state

5. Strengthens trust in the student

6. Provides tranquility and tranquility

7. Talab in English-speaking times will be had by an opportunity to speak fluently.

Now I want to add here several vital purposes of role plays that can help:

- To convey-share information

- To elaborate specific skills

- To develop a situation for analysis

- To boom understanding of points of view of others

- To increase insight into a typical way of dealing with an issue

- Provides an opportunity for social interaction among members;

- To develop communication skills

- To involve everybody to work cooperatively for a common goal

- To try new behaviors in the presence of co-learners

- To encourage thinking as well as creativity

- To create motivation (more important purpose)

Roleplay is a classroom activity in which learners take on roles and act in an imagined or real scenario. It helps to boost all domains of learning, cognitive, psychomotor, and affective skills [3-6]. The second thing I should mention is that roleplays are extremely useful for building interpersonal skills. What's more, the roleplay method elaborates a greater understanding of the complexity of professional practice. Role-playing games are a vital source for reflection by students of English-speaking grammatical times. As an example in The present continuous Tense, it is possible to organize the next roleplaying games:

- What are they doing?

Students, entering for a role, show the state provided as a task without voting, using actions of parts of a body, and answers can be:

Jane is dancing

My mother is cooking my favorite national cook

This role play will proceed in the following state, and since the same processes, students' interest in this method will grow.
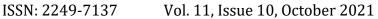
What aren't they doing?

They aren't playing football at the moment

Students can study keywords in advance and use them during this game.

So, it follows from these examples that thanks to this method, the students at the same time gain knowledge of the structure of the time of Present continuous tense, of the system of keywords, forms of a tree, interrogation, seek to understand the present employing the movement in a visual home look.

One more example is that small stories in the form of texts that well-read stories are issued to readers. After their reading, realizing a situation, execute heroes of the story in the form of roleplaying. What an authentic way! As a result

- They are in a very pagan environment

- Because they represent themselves as heroes of the work, they form responsibility for how they cope with a task

- It will give them pleasure

- Are in a friendly situation

- People will have a culture of behavior

The next crucial thing I can mention is that role plays can help students explore emotive culprits like smoking, engaging in mobile phones, or other cultural issues by showing their attitude. Now, let us turn our thoughts to several opinions about this method:

1. Hirsch argues that role play consists of the critical elements of the experimental learning

2. David Kolb defined role to play as a "process whereby knowledge is created through the transformation of experience."

RESULTS AND DISCUSSIONS

From this point of view, if through roleplaying games the English studies, then at the researcher the technique of visual judgment will be created that is the significant aspect. Unlike other methods, the whole human body participates in role scenes that, first of all, improve the researcher's mood. It, in turn, leads to the excellent development of a subject by the student. It will surely provide a perfect mental condition for students.
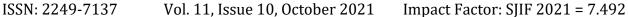
It is irrefutable that role plays promote leadership in any age. To be a leader, the learner should have strong knowledge of the field of science as well they must have a sense of self-reflection, indeed. In that case, students can achieve the goals which they expected from this vital, effective method. It is impossible to deny the role of this method information of leader abilities at students.

CONCLUSION

In general, I believe that role plays give students the opportunity to demonstrate how to use English in real-life situations and make them focus more on communication than on grammar. They will learn how to become more sociable in any position of our fast-paced life, become more attentive in any case, show on attitude fast, and have more effective speech. Role-plays are important in the communicative approach because they allow students to practice communicating in various social contexts.

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