

BENEFITS OF ROLE-PLAYS AS ONE OF THE MOST EFFECTIVE TECHNIQUES

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ABSTRACT

This article reveals the advantages of using the role-plays as the most effective techniques in learning foreign languages. Learning English may seem quite boring and uninteresting occupation, if this process is monotonous, involves one type of activity and does not motivate the student still with interest to learn English. The task of the teacher is thus to present the learning process of the student for learning English, an attempt to talk. The aim of teaching foreign language at all levels of education of the Republic of Uzbekistan is to develop the FL communicative competence of learners to be able to function in the multicultural world in everyday, academic and professional spheres.

KEYWORDS: *Role-Plays, Language Teaching, Methodology, Skills, The Levels Of Language.*

INTRODUCTION

Education is very important to learners 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.

In today's global world, the importance of English cannot 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 is the most important sphere where English is needed. Today the knowledge of a foreign language is an integral part of an educational system in Uzbekistan.

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. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

There are many problems of language teaching that can be identified as actual in modern methodology. One of the key points of every lesson as a process is to form and develop speaking. Because, in the light of modern curriculum ability to communicate and carry out any

kinds of communication were put in focus of our education. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Speaking is the second of the four which are:

Listening, Speaking, Reading, And Writing.

In our own language, speaking is usually the second language skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror.

Speaking can be formal or informal:

Informal speaking is typically used with family and friends, or people you know well. Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to.

According to Wikipedia English is considered to be the 7th the most difficult language in the world among the rest approximately 6000 languages. It is natural that every newbie faces a problem in the process of studying the subtleties of the language: grammar, phonetics or vocabulary. For instance, English has one of the biggest, trickiest vocabularies and spelling which is hard even for native speakers. Idiosyncratic spellings mean that it is often difficult to spell an English word based on how it sounds, which impedes the learning process. In addition, different nationalities have problems with various aspects of English pronunciation and it's impossible to guess the pronunciation from the spelling because of silent letters and nuances of reading. This list of difficulties can be endless and that is why teachers do their best to solve them.

Hiep (2005) states that CLT is based on the work of Sociolinguists, particularly that of Hymes (1972). Hymes (in Hiep, 2005) asserts that an effective use of the language is not just all about knowing a set of grammatical, lexical, and phonological rules, but learners have to develop communicative competence. Hymes (in Hiep, 2005) says that communicative competence refers to the ability to use the language appropriately in a given social encounter.

The National Capital Language Resource Center (2004) defines communicative competence as the ability to use the language correctly and appropriately to accomplish communication goals. Troike (in Sociolinguistic) adds that communicative competence involves the knowledge on what to say to whom, and how to say it appropriately in any given situations. It is also understood that communicative competence implies knowledge and expectation of who may or may not speak in certain settings, when to speak and stay silent, whom one may talk to, how one may speak to persons with distinct statuses and roles, including non-verbal behaviors.

Cook (1989) asserts that senders and receivers need to be specified for students. Van Ek (in

Cook, 1989) emphasizes that language courses should specify social roles and psychological roles students need to deal with. Others are settings, topics and language functions.

Berns (in Savignon, 2007) stresses that communicative competence requires understanding of the sociocultural contexts of language use. Canale and Swain (in Beale, 2002) define communicative competence in terms of the underlying systems of knowledge and skill required for communication. According to the SIL International journal (1999), there are two aspects of communicative competence: the linguistic aspects and the pragmatic aspects.

At the level of language theory, CLT has a varied theoretical base which identifies that language is a system for the expression of meaning; that the primary function of language is for interaction and communication; that the structure of language reflects its functional and communicative uses; that the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Canale in Beale, 2002).

The implication of the aforementioned discussion on principles, theories underpinning the CLT approach is that, it gives language teachers a direction in making proper decisions in the teaching and learning process. It is clearly presented that CLT calls attention to communicative competence and its underlying aspects as goals in language teaching. The theoretical framework designed in Fig. 1 is reflected in the discussions presented under this section. The framework has the following components: Language Teaching/Learning principles and theories, communicative competence and its aspects, and communicative language teaching as the participatory approach. This study adapted Chris Conley's framework on conceptualizing content. The framework is shown in bidirectional arrows, which indicate the interrelatedness of each component with other components. It is presented in view of CLT and its theories.

According to Wikipedia, a **role-playing game (RPG** and sometimes **role playing game)** is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting or through a process of structured decision-making or character development. Actions taken within many games succeed or fail according to a formal system of rules and guidelines.

There are several forms of RPG. The original form, sometimes called the *tabletop RPG*, is conducted through discussion, whereas in playing games (LARP) players physically perform their characters actions. In both of these forms, an arranger called a game master (GM) usually decides on the rules and setting to be used, acting as referee, while each of the other players plays the role of a single character.¹

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.

Among the recent innovations in the field of second language teaching, task-based language teaching is probably the most promising and productive one, the one which has drawn much attention from both second language teaching profession and second language researchers. Task is "...an activity which involves the use of language but in which the focus is on the outcome of the activity rather than on the language used to achieve that outcome."²

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.

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.³

Richards and Rodgers (1986) examine three theoretical views of language: structural, functional and interactional. The role playing/simulation method follows from the interactional view. This

view "sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between

Individuals..... Language teaching content, according to this view, may be specified

and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors." (Richards and Rodgers, 1986, p. 17).

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 themselves" (Jones, 1982, p. 113). To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills.

Christopher and Smith (1990) show how language teaching content in simulations may be either specified or left unspecified, by distinguishing between "convergent" and "divergent" models. When the convergent model is used, the patterns of exchange in the simulation are specified. When the divergent model is used, the patterns of exchange are left unspecified. A few of the specific

Roles are given in detail

Roles have no constraints.

The organizer processes the action. No formal steps or sequences.

Focus on "what will happen?" Focus on what the players do.

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.

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