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THE IMPORTANCE OF ROLE PLAYING ACTIVITIES IN IMPROVING STUDENTS' COMMUNICATION SKILLS

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Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country, which pays much attention to the rising of education level of people, their intellectual growth, as well as, great attention is paid to teaching English through communicative activities, where the students are elated to participate in any communicative activity when they possess the knowledge of current and past issues.

In textbooks, grammar and vocabulary are very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. These exercises are designed to provide learners with formal, declarative mastery, but unless they provide opportunities for learners to explore grammatical structures in context, they make the task of developing procedural skill being able to use the language for communication more difficult than it needs to be, because learners are denied the opportunity of seeing

the systematic relationships that exist between form, meaning, and use, but in CLT the teaching should be related to real life situation so that students could understand the reality of the life. Moreover, the students should be provided with real life situations with the help of creativeness of role plays, simulations and projects According to Margie S. Berns, an expert in the field of communicative language teaching, *"language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)"*.

So, role playing as a teaching methodology is the conscious acting out and discussion of the role in a group, as it is one of a whole gamut of communicative techniques which develops fluency, promotes interaction in the classroom and increases motivation.

Larsen-Freeman pointed out in her book "Techniques and Principles in Language Teaching" that *"Role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles."*

According to Brown, *"role-play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish."*

Role-play is not only a type of simulation activity that allows students to be creative in the classroom but also it could be viewed as a type of problem-based learning, it is distinctive in that students act out the given scenario in "real time." Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario.

They can be effectively used in the classroom to:

- Motivate and engage students
- Enhance current teaching strategies
- Provide real-world scenarios to help students learn
- Learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion)
- Provide opportunities for critical observation of peers

Ladousse offered a new understanding of role-play by redefining it as *"an educational technique, known to generate a lot of fun, excitement, joy and laughter in the language class as 'play' itself guarantees a safe environment in which learners can be as inventive and playful as possible"*.

This idea of role-play, in its simplest form, is to give students opportunities to practice interacting with others in certain role.

There are usually **three stages** to doing a role play in class:

1. Teacher prepares the children for the role play by setting up the situation and making sure the children have the necessary language.
2. Children do the role play

3. Teacher observes them noting down comments in preparation

At this point, it is important not to interfere unless absolutely necessary. Once the role play is finished, the teacher organizes reflection and feedback:

- *- *on the process* (how the children did the activity)
- *on the product* (how it turned out)

In practice, *the basic steps in preparing a role play* could be:

- ❖ introduce or elicit and practice the language the children need;
- ❖ introduce the characters: here you might give the children a role card with the information they need to play their role;
- ❖ introduce the situation and present the children with the task;
- ❖ practice some typical dialogues in a more controlled environment;
- ❖ do the role play;
- ❖ feedback from the teacher and children: how did the children do the task and how well did they complete it?

While doing role-play, the students have an opportunity to interpret their roles in the target language creatively. The teachers seldom interfere when the students make mistakes and this will decrease the anxiety of most shy students. Also since role-play is much like doing a mini-drama, the students know that they are not displaying their own personalities. Moreover, while doing role-play, the students who are better at acting than speaking can have a chance to participate. They can express themselves by both words and actions, which will allow them to engage in the class activity instead of sitting or standing still in a normal classroom.

The following Role Playing activities can be used in teaching foreign languages.

They are:

At the market - a great one for younger learners as it will teach them the basics of interacting with people. Children generally rely on their parents to buy things for them, therefore this will boost their overall general confidence in buying. It can be as simple or as complex as one wishes, depending on the situation.

Job Interview - work is usually a good topic to begin with when teaching adults. Many are learning English in order to improve their career prospects. As a result, a job interview role play is an excellent way to get the class learning that all important material.

Role playing activities are usually more successful if they involve problem solving or if there is a task to be carried out, rather than simply acting out a situation until it runs out of momentum. The effective use of different types of role-playing activities can enable the teacher to provide students with the opportunity to practice the target language in a variety of meaningful contexts. By practising the target language in different roles, students consolidate and review their knowledge of word order, phrasing, and punctuation that contributes to the meaning of a written sentence. The use of role-playing in learning and practising a conversation not only consolidates the students' knowledge of certain vocabulary and grammar used in similar situations but also brings home to the students some aspects of behaviors, such as the skills of starting a conversation and the

development of good human relations. Therefore, role-play clearly promotes effective interpersonal relations and social transactions among participants.

Studies have shown that role-play can be used effectively to improve students not only language skills, but also interpersonal and communicative skills.

So, implementation of role playing activities in language teaching is pivotal, as:

- It enables students to learn and practice the target language in meaningful context
- It improves students' different skills needed for the language acquisition process
- It motivates students to be interested and involved in learning
- It creates low-anxiety learning environments for students
- It offers students a variety of experiences and improves their 4 language skills
- It helps to improve students' cultural and nonverbal behavior.

In Conclusion we want to say that role playing activity is an essential part of the learning process. It is a very thorough activity for applying integrated knowledge. Theory is easy to understand but we think it would be easier to put theory into practice with the help of role-playing activity. Through role-playing, students learn to assess, criticize and think about their individual teaching-learning process. It makes easier to understand the teaching-learning process regarding the difficulties that arise, moreover, it promotes the participation of students in their evaluation process and thus, in their teaching-learning process, which is an important step towards a comprehensive education and has a more communicative perspective.

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ДИСКУРСИВНО-ПРАГМАТИЧЕСКИЙ ОСОБЕННОСТИ АНТРОПОНИМА (На примере «Уfq» трилогии Саида Ахмада)

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