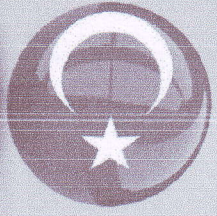
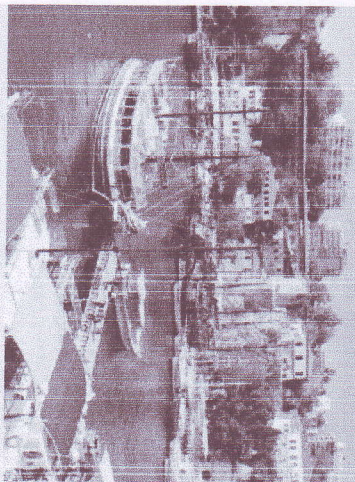
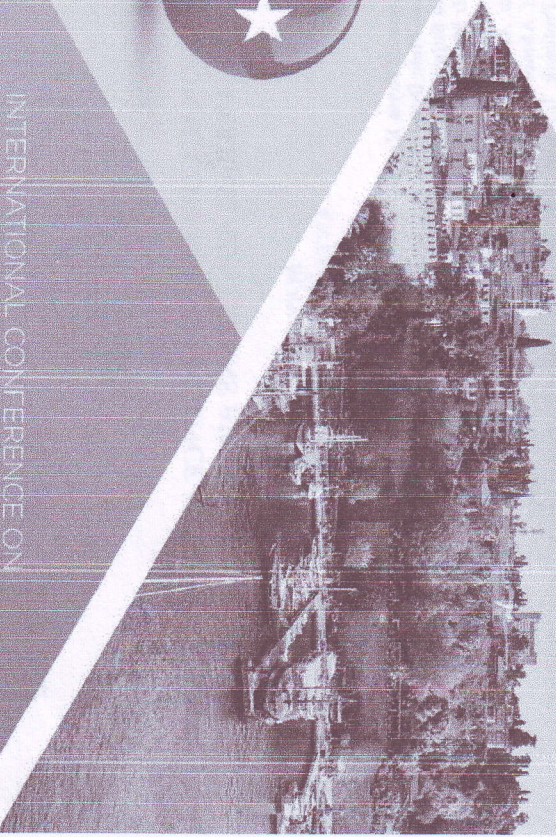


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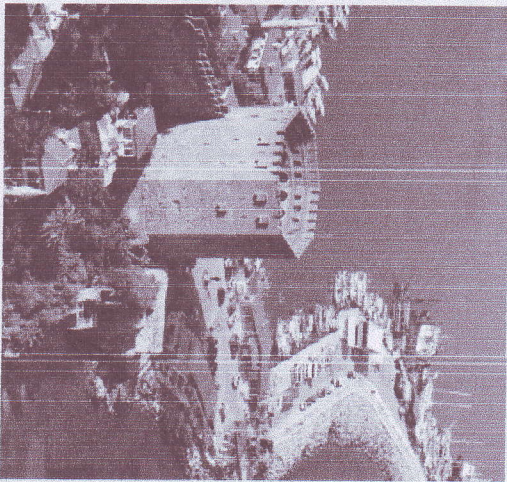


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Бахрамова Ш.Х., Истифорова Г.А. ЭФФЕКТИВНОСТЬ ЛЕЧЕНИЯ КОМА УЗРОЧНОСТИ СЛУБИТОВ У БЕРЕМЕННЫХ С АНТИФОСФОЛИПИДНЫМ СИНДРОМОМ В АНАМНЕЗЕ	72
Валиева Тамилла Абдувалиевна, Гисова Раббо Эркиновна, Антова Рихис Абдувалиевна ПЕРИНАТАЛЬНАЯ МЕДИЦИНА НАПРЯЖЕННЫЕ РОДЫ И ОТНОШЕНИЕ К ИМ РОДИТЕЛЬИ	73
Оканиев Мухаммаджон Умаралиевич, Мухаммаджонова Шохсанамжон Мухаммаджон кизи ТЭЛАДИТ КАСАДИЛИТИДА АЛОД ТИЭХИТИПИ ТАКСИРИ	75
Файзуллагаева Мадина Рашид кизи, Шерватова Ирода Бахтиёр кизи ПРИМЕНИТЕЛЬНЫЕ ОБЪЕМНЫЕ МАСЛЫ И АРОМАТИЗАТИВИ В ЛЕЧЕБНЫХ ЦЕЛЯХ	77

PEDAGOGICAL SCIENCES

Akhramova Fotima Bakhramovna, Abdullaeva Zaliya Miroloinovna DIFFERENT ASPECTS OF PRONUNCIATION IN FOREIGN LANGUAGES	78
Aibova Lola Namazovna STRUCTURE AND CONTENT OF INTERPERSONAL CHARACTERISTICS OF LITERATURE	80
Alieva Ravshanov TALIM-TARBIYA SAMARADORLIGINI OSHIRISHDA MAKTABGACHA TALIM TASHKIL OTI TAREVIYACHISINING INNOTSION FAOLIVATI	82
Davlatova Ra'no Haydarovna, Bahridinova Gavhar Oydinovna MAKTABGACHA TALIM TASHKIL OTLARIDA "QUVNOQ YARMARKA" TASHKIL ETISHI	84
Dilnoza Soyibovna Buxonova CHET EL OLIMLARINING KREATIVLIK HAQIDAGI TAVSIFLARI	85
Eshqulova Gulbayo, Arnedova D.B. BOSHLANG'ICH SINIF O'QUVCHILARIDA XALQ MAQOLLARI VOSITASIDA IJTIMOIY BO'LIK KO'NIKMALARINI RIVOJLANTIRISH	87
F. Istolova, S. Oynabekova O'QUVCHILARINING KASIBIY O'SHISHGA YO'NALTIRILGAN - PEDAGOGIK TEXNOLOGIYA	89
Islamova Durdonaxon Rustanxon qizi TURIZMNI TASHKIL ETISH TURIZMINING TALABALAR ICHIDA SHAKLLANISH BOSQICHLARI	91
Kattalboeva Dilrabo GENERAL PRINCIPLES AND CHARACTERISTICS OF TASK-BASED LEARNING OF THE ENGLISH LANGUAGE	93
Khalida Daukayeva, Dilfuza Mirboeva SOME ADVANTAGES OF USING TED TALKS VIDEO LECTURES AT THE LESSONS OF ENGLISH	95
Khamrueva Gulchekhra Ibrahimovna, Kurbanova Nozira Rozikovna THE EFFECTIVENESS OF IMPLEMENTING ROLE PLAYING ACTIVITIES IN TEACHING FOREIGN LANGUAGES	97
M.M.Mamirov Jayer, X.Rahmonqulova M.M.Mamirov Jayer, X.Rahmonqulova THE ADVANTAGES AND DISADVANTAGES OF E-LEARNING	99
Mannopova Robiya, Achilova Ra'no Tashpulatovna TEACHING GRAMMAR USING ONLINE "INTERACTIVE WORKSHEETS"	101
Marg'uba In'omovna Haydarova, Didoraxon Soxiljon qizi Samirova SHARQ ALOMALARIMIZ IJODIDA TARBIIYA MASALLARI	103
Mugaddas Jumaboeva THE ROLE OF EDUCATING YOUNG PEOPLE IN THE SPIRIT OF RESPECT FOR OUR NATIONAL VALUES IN THE DEVELOPMENT OF SOCIETY	105

THE EFFECTIVENESS OF IMPLEMENTING ROLE PLAYING ACTIVITIES IN TEACHING FOREIGN LANGUAGES

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Abstract: This article highlights the effectiveness of implementing role playing activities in teaching foreign languages. The use of role playing activities in the English classroom offers an effective way of practicing a new language in a meaningful and memorable context.

Key words: role playing activities, learner-centered approach, communicative competence, language acquisition, language skills, communicative activities

English has become an international language and its range of functions is increasing everywhere including Uzbekistan, because dynamic processes in all spheres and successive reforming need acquiring one or two foreign languages.

According to the Resolution №1875 signed by the first President of the Republic of Uzbekistan on December, 10, 2012, "About the measures on further development of foreign language teaching and learning system", as well as according to our President Sh. M. Mirziyoyev's strategies the main goal of teaching English has become to encourage students to use the target language in their life and develop their communicative skills, competency and culture using different effective innovative ways of teaching English. Taking into account above-mentioned Decrees using communicative language teaching, or the communicative approach has become one of the most issues of today's English classes, as well as the goal of language education recently has shifted from teaching linguistic competence to communicative competence and teachers are encouraged to use role-playing activities as a means of interactive learning or as an extended activity of CLT.

So, role playing as one of effective communicative techniques is the conscious acting out and discussion of the role in a group, which not only develops fluency, but also promotes interaction in the classroom and increases motivation. Moreover studies have shown that role-playing can be used effectively to improve students not only language skills, but also interpersonal and communicative skills.

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" and Ladousse indicated that "role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation". In addition, Ladousse pointed out that role playing activities encourage peer learning and sharing the responsibility for learning between teacher and student. He suggested role play to be "perhaps the most flexible technique in the range" of communicative techniques, and with suitable and effective role-play exercises, teachers can meet an infinite variety of needs.

Having studied and analyzed different methodologists' opinions we can say that role playing is really a worthwhile learning experience for both the students and the teacher. Not only can students have more opportunities to "act" and "interact" with their peers trying to use the English language, but also students' English speaking, listening, and understanding will improve. Role play highlights up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English, because while doing role-play, the students have an opportunity to interpret their roles in the target language creatively and the teachers seldom interfere when the students make mistakes and this will decrease the anxiety of most shy students. 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. In addition role-playing activities, as a type of simulation activity, engage students in real-life situations or scenarios that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances. The following Role Playing activities can be used in teaching foreign languages. They are:

- **Telephone Conversation** - Speaking on the phone is different to a face-to-face conversation because one relies solely on language to communicate.
- **Going to the Shop/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.
- **Job Interviews** - 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.

The effective use of above-mentioned 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 practicing 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 is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams, and it can be seen as an interaction between play, games and simulations and the student that performs an activity with learning outcomes. So, implementation of role playing activities:

- encourages students to create their own reality;
- develops the ability to interact to other people;
- increases students motivation;
- engages shy students in class activities and makes students self- confident;
- shows students that the real world is complex and problems that appear in the real world cannot be solved by simply memorizing information.

Having studied the effectiveness of implementation of role playing activities we came to the following conclusions that:

- role playing is an important and effective methodological tool for the teaching-learning process;
- role playing allows students to deal with care situations from an individual and realistic perspective, as well as enables learners to cope with anxiety, fear, doubts, before facing future real-life care situations;
- role playing is an element that integrates the theory and practice of teaching.

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