

The Four Aspects and the Importance of Role Play

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Abstract: A game is an activity that serves for entertainment, recreation, sports competition; it is also a simulation of a situation in order to develop the most effective solutions.

Learning through play is the result of intense research and reflection on how to get students to listen in class, using a variety of means and methods to ignite a curious thirst for knowledge in their eyes. Learning through play is an attempt to teach lightly, joyfully, without compulsion or strain. Why teach with bitter and useless tears what can be learned with a smile? If you are interested in constructing a lesson, the root of the teaching can change its taste and even make children have a completely healthy appetite. Are happy faces possible in boring lessons? Of course not, just noise, indifference and constant "tugging" of the teacher. Psychologists have proven that knowledge acquired without interest, not colored by one's own positive attitude, emotions, does not become useful - it is a dead weight.

Teaching all skills at an early stage plays a very large role. At the middle stage of training, the foundations of mastering the English language are laid. It is known that teaching English as a productive process, that is, requiring students to build an utterance due to a communication situation, is a complex methodological task, since mastering it is associated with the greatest difficulties for students and requires a lot of time and effort as on the part of the teacher and students. Nevertheless, these costs are time-consuming and the effort pays off if students master this activity at the middle stage on a strictly selected material that provides a motivational level (that is, students are interested in saying, describing, asking, suggesting and etc. in English) and a reliable basis for the formation of other types of speech activity. This is evidenced by the experience of successfully working teachers in grades V-VIII.

I would like to cite as an example the well-known statement of K.D. Ushinsky, who characterizes the game as follows: "Adults can have only one influence on the game without destroying the nature of the game in it, namely, the delivery of material for buildings that the child himself / herself will be engaged in. But one should not think that this material is all You can buy a bright and beautiful house for the child, and he will make a prison out of him; you buy dolls of peasants and peasants for him, and he will line them up in a row of soldiers; you buy a pretty boy for him, and He will become his whip; he will remake and rebuild the toys you bought not according to their meaning, but according to those elements that will flow into him from the life

around him - and this is the material that educators should take care of most of all "The brilliant game researcher D.B. Elkonin believes that play is social in nature and immediate saturation and is projected onto the reflection of the adult world. Calling the game "the arithmetic of social relations", D.B. Elkonin interprets play as an activity that occurs at a certain stage, as one of the most important forms of development of mental functions and ways of a child's cognition of the adult world.¹

Now, we analyse the role of games in 4 aspects:

A) Writing is a skill that is learned, not acquired, even in the native language. This fact may partly explain why writing is often considered difficult or even boring in the target language. Another explanation might be that it is often assigned as homework and many students dislike homework. One of the possible reasons why writing might be viewed as difficult is that the writer does not receive an immediate response like what happens during conversations, and as a result, the writer may feel more insecure about his work. Some teachers are also unwisely using writing as a punishment: "Okay, just for that Bobby, I want to see an essay on the dangers of smoking on my desk tomorrow!" Writing also requires a completely different language than is usually used in conversations. For students in school, this should not become their writing experience because it can lead to their aversion to writing. Games can be a good way to prevent this, because not only are they fun, but they can give writers a reason to write, and obviously, writing becomes easier when there is a clear reason, rather than just having to write because Teacher said so. Another thing games can provide for writers is audience. In many games, other students will play the role of the reader and therefore provide the writer with the necessary feedback that is often lacking (Hadfield & Hadfield. 1990, p. V-vi). Many interactive writing games can be found on the internet, and teachers can effortlessly create a game that practices writing. For example, when teaching students how to write a formal letter, a game in which the participants have to rearrange sentences in order to arrange them correctly so that they compose a formal letter can be a good game.

B) Most people remember how they trained their listening skills, mainly by listening to when they were in school. Listening may well be an effective way of teaching this particular skill, but teachers need to remember to be universal or their students might get bored. By combining listening with play, teachers can prevent play.

16 students out of boredom, and by keeping them interested, they increase the students' chances of achieving their goals. An example of good listening is the famous Simon Says game, where one participant plays Simon and gives directions to others, for example by saying, "Simon says to jump," or "Simon says to stop jumping," and then everyone would have to do it. If Simon only says "everyone is jumping" and does not attach the phrase "Simon is speaking" in the front, then the

¹Elkonin D.B. Psychology of the game. M., "Pedagogy", 1978. Page 10

other participants should not follow that direction. Because of this, students must listen carefully to know when to follow Simon's directions and when to ignore them. This game can also be used to train any vocabulary.

C) Speaking in accordance with the national curriculum, communication training is very important because it plays such a large role in language proficiency. The curriculum also argues that because real-life communication is unpredictable, students should be given the opportunity to practice just that, rather than just reading pre-prepared conversations. To achieve this goal, the curriculum offers games as a good method (Aðalnámskrágrunnskóla. Erlend Mal. 2007. p. 8). While the National Curriculum emphasizes the importance of teaching communication, some teachers seem to lack when it comes to actually teaching students to communicate. According to a 2006 study in Iceland on teaching English in primary schools, only 10% of English teachers who teach in grades 9 and 10 always use the target language in the classroom, 66% of them use it often or sometimes, and 24% rarely use it in class. The same study found that students also do not use English very often. In fact, 39% of students said they rarely answered their teacher in English, and it is striking that 75% of students said they do not use the target language to communicate with their fellow students (Lovísa, Laufey&Samúel. 2006, p. 27). Students look up to their teachers and when they don't use the target language in a language class, it shouldn't come as a surprise that many students don't use it either. Games can be helpful in solving this problem because they require communication and they emphasize fluency rather than accuracy, which should encourage students to communicate, because when the emphasis is on fluency, students usually do not receive much criticism, although they may make mistakes. Fluency is an important skill to practice because it is something that is required in the real world, and in that sense, games can be said to provide the necessary connection between the classroom and the real world (Hadfield 1990.p. v). While games in general can emphasize fluency, the category of talking games can be divided into two main categories.

These categories include: linguistic games and communication games. Despite the fact that they both focus on teaching speech in the target language, they focus on very different things. While linguistic games emphasize correct speech, the goal of playing communication games is fluency (Hadfield 1999, p. 8).

D) Reading is an important skill to have, especially when learning English. First of all, this is important because in order to be able to write, people must be able to read. Secondly, it is important for people if they plan to visit a country where they speak this language, because then they will need to be able to read, for example, different destinations, menus and travel brochures. Third, knowing how to read is important if students plan to receive an education outside of primary school because it requires reading (Jeremy Harmer. 2009, p. 77). This last point is especially applicable in Iceland, where most university textbooks are in English. Because of the importance

of reading ability, it is very important that teachers seek appropriate means to keep students interested. As with other skills, games can provide variety and help keep items interesting and interesting.

Currently, the use of role-playing games in a foreign language lesson to simulate a real communication situation is of great interest. Therefore, I think that it is necessary to dwell in more detail on role-playing.

The method of teaching foreign languages has been going towards the use of role-playing games in the classroom for a long time. Exercises like “read the roles, staged the dialogue (Role-play the Dialogue) occupy a firm place in the arsenal of methodological techniques, and similar instructions can be found in all textbooks of a foreign language, since it is the role and actions organically related to it represent the basic unit of the developed form of the game.

The more generalized and abbreviated the game actions, the more deeply the meaning, the task and the system of relations of the recreated activity are reflected in the game; the more specific and more developed the game actions are, the more the concrete-objective content of the recreated activity appears.

Psychologists A. N. Leontiev, N. V. Koroleva and others [1,] assert that role play is especially sensitive to the sphere of activity of people and the relations between them, that its content is precisely this sphere of activity. Any role-playing game contains a hidden rule, and its development proceeds from games with an expanded game situation and hidden rules to games with open rules and hidden roles behind them. L.S. Vygotsky argued that in the role-playing game “the child cries like a patient and is happy like a player” and that “in the game every minute there is a refusal of fleeting desires in favor of fulfilling the assumed role”.

All these facts with sufficient convincingness indicate that in the role-playing game there is a significant restructuring of the student's behavior - it becomes arbitrary. By arbitrary behavior in this case, we mean behavior carried out in accordance with the pattern and controlled by comparing with this pattern as a standard. This means that in the role-playing game, the student does not feel the tension that he can feel with the usual answer, he is more relaxed and free. [22]

Role-playing game is used to solve complex problems of assimilation of new material, consolidation and development of creative abilities, as well as for the formation of general educational skills. It enables students to understand and study the teaching material from different perspectives! The social significance of role-playing games is that in the process of solving certain problems, not only knowledge is activated, but also collective forms of communication develop.

In conclusion, one should dwell on the positive and negative aspects of role play. Let's consider them in more detail.

The positive aspects of role playing are:

- a favorable psychological climate is created in the lesson;
- students feel pleasure from playing the game, as any game has high motivation;
- the lesson is held at a high emotional level;
- in the process of playing, students imitate a certain activity, which forms skills and abilities, and students also learn to apply their knowledge;
- students learn to listen to each other better and respond adequately to the remarks of their interlocutors;
- phrases of everyday use, clichés, colloquial phrases that attract and support the attention of all participants in the game appear more often in the speech of students;
- post-game discussion helps to consolidate knowledge.
- The negative points are:
 - high complexity of preparation for the lesson (for the teacher);
 - great tension for the teacher, as he is focused on continuous creative search. The teacher must be "a good screenwriter, director and actor" (EI Passov). If he does not possess these qualities, then it will be difficult for him to organize the game correctly, which can lead to disappointment of the students;
 - Difficulties with replacing the participants in the game if someone is absent at the time of the game;
 - it is necessary to take into account those "underwater reefs" that are fraught with the conduct of a role-playing game: some uncertainty and unpredictability of the course of results;
 - possible latent resistance of individual participants.

Summing up what has been said, I would like to note that role-playing games are based on the principles of teamwork, practical utility, competitiveness, maximum employment of each student and unlimited prospects for creative activity within the framework of a role-playing game. In the process of a role-playing game, the consciousness of its participants' belonging to the team is formed, the degree of participation of each of them in the work is determined together, the interconnection of the participants is felt when solving common problems. In the process of role play, logical thinking, the ability to search for answers to the questions posed, speech, speech etiquette, the ability to communicate with each other develops.

Therefore, the use of a role-playing game in a foreign language lesson increases the efficiency of the educational process, helps to maintain students' interest in the language being studied at all stages of learning.

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