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**THE INFLUENCE OF ROLE-PLAYING, COMMUNICATION GAMES
ON LEARNING ENGLISH**

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Abstract: we can say that extracurricular activities in a foreign language can and should ensure the achievement of the main thing - a positive educational impact on students and the formation of their communicative competence. At the same time, mastering reading in the foreign language being studied is considered very important. It helps to form the student's culture to read and comprehend speech by ear. Learning a foreign language also has an aesthetic impact.

Key words: speech skills, speech activity, communication, material, method, training, competence.

What is ROLE-PLAYING GAME? What do we usually mean by role-playing? When students take on a role, they play it out in a specific situation. The group of students playing a role in the classroom is likened to a group of children playing in school, hospital, star wars, and so on. Both of them unconsciously create, create their own reality and in doing this, operate with their knowledge of the real world, developing their abilities to interact with other people. There are no spectators in this situation. There is no risk of communication and behavior in the real world in the situation. The activity is enjoyable and does not threaten the personality of the child or student. This role-playing is likely to strengthen rather than destroy self-confidence.

The second advantage of role play is that it allows the use of unprepared speech. The main goal of any role-playing game is to train unprepared speech.

What are the benefits of using role play in the classroom:

1. Through role play in the classroom, a variety of

- forms of experience;
- a variety of functions, structures, a large amount of lexical material can be used.

Role play can surpass the capabilities of any pair and group activity, train students in the ability to speak in any situation on any topic.

2. Role play puts students in situations in which they need to use and develop the language forms they need to lubricate the social relationships so often neglected by our teachers.

3. Some people often learn English in order to prepare for a certain role in life (work abroad, travel). They will be very helpful with the language material they need during the trip and it is very important that for the first time they can try their hand at the friendly environment of the classroom. For them, role-playing becomes a very important dress rehearsal for real life.

4. Role play provides shy, insecure students with a "mask" to hide behind. Students experience enormous difficulties when the main emphasis in teaching is on the personality of the students, on their direct experience. And in the role-playing game, such students are usually liberated, since their personality is not affected, they do not need to open up.

5. The advantage of using role play is that it is pleasurable to those who play it. Once students begin to understand exactly what is required of him, they are happy to let their imaginations run wild. And since they like this occupation, the learning material is assimilated much more efficiently.

6. Role play has a range of technologies (communication technology that develops students' language fluency, facilitates classroom interaction and increases motivation).

The learning process consists of several phases:

- presentation phase;
- half-knowledge phase;
- consolidation phase.

ROLE-PLAYING GAME belongs to the language learning technology category, which is referred to as low input, high output learning technology. This means that the teacher-centered presentation phase is very short. After a short introduction, students are immersed in activities in which completing an assignment is much more important than using precise words; an activity in which fluency prevails over accuracy. Naturally, the language that students use in the role-playing game, or rather the language material, should be introduced at earlier stages of learning.

Role-playing is suitable for every type of language work (working out structures, vocabulary, learning functions, intonation patterns), it is also the use of the right word in the right place and at the right time.

Role-playing games that are processed, memorized and played for other students are no longer role-playing games, but are called dramas. RPG is mainly about the game process, not the finished product. This should be clear from the outset, as many students are very shy and timid when forced to participate in a play. And besides, they are often convinced that they do not have a talent for playing. In the role-playing game, they do not participate in the performance, there is no audience there. Even the teacher has to take a back seat, as his presence can be hindered - by his willingness to lash out at the student every time mistakes are made. Teaching is most effective in a stress-free atmosphere. The role play can be shown to others or taped, but this is not required. Role play is language learning.

Key points to look out for when setting up a role play:

- When organizing a role-playing game, you should always start with a pair, and not with group work (it is much easier to organize a conversation with one person, who is next to you or in front of you, without breaking the plan).
- In the early stages, short activities should be organized that gradually teach students to role play.

- The role play should be designed for a variety of types of learners.
- Students must understand the situation and what is written on the role card before starting the game.
- You should be very tactful, do not be upset if one or two couples do not take part in the activity. Remember that when you did the usual lessons, they could also remain completely indifferent, about something to think or dream, and you did not notice it.
- Do not use role play that is too difficult and requires emotional overload until your students get used to this type of activity. If you do not take this into account, then students can switch to their native language. Try to be more tolerant of small language incursions in your native language if it helps promote the role-playing game.
- If your students do switch to their native language, then set the tasks in a more detailed way, starting with working in pairs and an easy role-playing game with informational tasks. If this does not work, then this means that your audience is too enslaved and preliminary preparation (communication exercises) is necessary for students to relax.
- Always consider follow-up activities for those groups or couples who finish earlier than others.
- Set a precise time limit and try to ensure that each stage corresponds to it.
- The role card should be concise. If it is intended to use any linguistic structures, then students should be well acquainted with them. When students have read their role card, they should either return it to the teacher or turn it over and refer to it only when they need it.

Mistakes are an integral part of the language learning process, and the ability to freely make mistakes in the lesson is more conducive to learning rather

than hindering it. They gradually disappear as students become more competent and confident.

Students at this level usually make mistakes of the same type, both in role play and when working with any other material under study. And therefore, you can anticipate the most common mistakes and anticipate them by thinking over preliminary exercises on the use of certain structures, lexical units, which will then be used in the role-playing game.

During the game, the teacher should move from group to group noticing mistakes in order to start working on the mistakes after the role play or in the next lesson. At the same time, it is very important to get students to give the correct version of the phrase or word in which mistakes were made, write them on the board and accompany them with some type of remedial exercises that could best help the students to work out the correct version.

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