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Effective Ways of Using Role-Plays in Efl Classrooms

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ABSTRACT

It is obvious that the use of a huge number of teaching methods helps to consolidate language phenomena in memory, creates more stable visual and auditory images, and maintains enthusiasm and initiative on the part of students. Role-play is a methodological technique that belongs to the group of effective ways of teaching the use of a foreign language in speech. This article will discuss the effective ways of the use of role-play in EFL classrooms.

KEYWORDS: a controlled role-play, creative activity, situations, students.

Introduction

Role-play is based on intrapsychic connections that materialize in the process of communication. Since the role play is a clear example of interpersonal communication, it creates a need for communication, arouses interest in participating in communication in a foreign language, and in this sense, we can talk about the motivational and incentive function of role play and its most important functions in this article.

It is known that role-plays cause students to desire to play and interact. The ability to create speech situations is also important. Role-play gives students the opportunity not only to express themselves and act, but also the opportunity to experience and empathize. It creates conditions for emotional influence on students, enhances the reserve resources of the individual. Role-play helps to stimulate, strengthen, control and correct knowledge, skills and abilities, creates educational and pedagogical visibility in the study of specific material. It creates conditions for the active mental activity of its participants.

Materials and Methods

American psychologist George Herbert Mead in his book "Mind, Self and Society" defines that a generalized model of the formation of what psychologists call the "independence" of a person - the "gathering" of one's "I" in the role-plays. According to D.B. Elkonin, "a human role-play is an activity in which social relations between people are recreated outside the environment of practical activity". L.S. Vygotsky's calls role-play as "imaginary situation". In other words, role-play is an activity that builds skills in terms of interpersonal communication. Its main task is to train the language as a means of communication.

According to some scholars, it is not recommended for a teacher to stop students during a role-play. A student whose every mistake is corrected by the teacher loses the main idea of the statement and the desire to continue

the conversation. Because, Role-plays affect the improvement of memory, horizons, it has a tremendous impact on the development of the emotional side of the personality. It helps to change the attitude of students to a particular phenomenon, fact, and problem.

According to our students, the role-play appears as an exciting role-play practice, during which they have the opportunity to appear in different images. During the role-play, there is an activation of personal involvement in everything that happens on the part of the listeners. They personally participate in dialogues, stage different situations, and are involved at all stages of the role-play. For example, a student, trying to "get comfortable with his role", at the subconscious level, shows great interest in the character whose role he plays. Role-plays can be used at the beginning or end of the lesson in order to divide it into 2 parts, relieve stress.

All students participate in the role-play process, they have to interact with each other, take into account the answers and actions of their peers, and come to the rescue. Of course, students, as a rule, have unequal levels of preparation and an unequal level of knowledge, which greatly limits them during the lesson.

Further, it is proposed to consider a controlled role-play which is built on the basis of dialogue or text. For example, the role-play "At the airport". Students are given the task in advance to bring a list of specific words with a translation on this topic. It should contain approximately 35-45 words. At the beginning of the lesson, students get acquainted with the basic dialogue on the topic, in which all these words are present, and practice it (each student has a photocopy of the dialogue on the desk). Then the teacher offers to discuss together the content of the dialogue itself, translate unfamiliar words and phrases, and work out the necessary vocabulary. The teacher either writes out the necessary phrases on the board, or invites students to take these phrases from the textbook, after naming the page. After that, students are given the task to compose their own version of the dialogue, based on the basic dialogue and using the phrases recommended by the teacher. These may be questions: How old are you? Where are you from? What is her or his job? What is her surname? The new dialogue will certainly have some of the characteristics of the base dialogue. But in the new dialogue, listeners will be able to use a different type of questions, and, accordingly, answers, in addition, the dialogue will be somewhat different in design and may contain many more questions. The teacher also prepares cardboard cards with roles in advance: housewife, employee, accountant, student, manager, lawyer, secretary, doctor or tourist (they contain the following information: first name, last name, age, profession, country, hobby), for example, name - Mary, surname - Johnson, age - 32, job - a doctor, country - Australia, hobbies - cooking, classical music and dancing. These cards are placed face down so that students do not know their role in advance and are faced with a pleasant experience.

In our opinion, this moment is the most interesting and memorable. Then students should act out this dialogue in pairs according to their role, using the information from the card. Also, the teacher can offer students a role-play based on the passed text. First, students have to read the text for a strictly limited time (for example, 15 minutes). Then the teacher takes the initiative and asks one student to play the role of a character from the text, for example, Kate George from Sheffield. In addition, he can take into account the wishes of the students. At this time, students who are not involved ask him questions of a very different nature: for example, not only those questions that are answered in the text, but also any others that are of interest to them, and the student playing the role of a character turns on his imagination and ingenuity and answers them. The task of the teacher is to distribute appropriate instructions and maintain a comfortable psychological climate in the group.

In the "uncontrolled role-play, we can state the independence and responsibility of students, who themselves determine the fundamental questions: what vocabulary they will use and how the scenario will unfold. The teacher only names the topic of the role-play, for example, "Films" and asks students to create different

situations that affect different aspects of the topic. For example, "A family trip to the cinema", "Your favorite feature film", "Your favorite documentary", or "Famous actor/actress of the past", "Famous contemporary actor/actress", "Types of films", in addition, it is recommended to perform an unusual task: to write the script of your film. Students may bring home photos of movie actors, movie actors they like, and photos of scenes from memorable films from home. You could divide the class into groups, asking each group to choose a situation and give them time to prepare. Here it is necessary to pay attention to the functions of the teacher. In the conditions of interactive learning, as well as in the process of "free" role-play, the teacher is no longer a dictator and controller.

Results and Discussions

Therefore, we conducted role-plays within the framework of the lesson on the topic covered in the most ordinary audience. Role-play does not require a special room. To create a favorable atmosphere, students can be invited to bring the necessary props and decorate the office. The teacher invites students to bring a choice of any items that are included in the role-play and acquire a symbolic meaning, for example, for a role-play on the topic, "Films" it can be some kind of sports equipment, various stationery, accessories, items clothes, as well as videos with excerpts from films. Many students in this case notice the very conduct of such a role-play. It is recommended to invite students from parallel groups and teachers to such a lesson. Immediately after the role-play, the teacher needs to assess the contribution of each student to the preparation and conduct of the role-play. It is best to note the positive aspects of the role-play, which will help increase student interest. It is no secret that in any event there are always pluses and minuses. As for the negative or negative points, we recommend discussing them individually, talking personally with each student who took part in the role-play. In our opinion, the stages of control and analysis of the role-play are necessary, which can follow immediately after its completion or be carried out in subsequent lessons.

The positive aspects of using role-play in English lessons are obvious. The role-play has a strong impulse to mastering a foreign language, in particular, English and a successful method that is regularly used by almost every foreign language teacher. The use of the role-play and the ability to create speech situations stimulate students to learn the language and arouse the desire to play and communicate, improving their skills. While playing, most students can express themselves and improve oral skills through role-play learning opportunities. Most importantly, they learn to get involved in the situation, to experience and empathize.

Conclusion

Therefore, a role-play can be one of the ways to consolidate the passed vocabulary, improve listening skills and work in pairs, and supports interest in the English language. In our opinion, the language material in training exercises is assimilated more effectively, while students do not make any effort. According to students, the role-play completely changes their attitude to a particular phenomenon, fact, and problem and contributes to the development of relevant skills. We noted that when studying a complex grammatical topic using elements of the role-play and role-play technologies, students who initially had difficulty in this matter, by the end of the lesson, fully mastered the speaking skills and correctly completed the tasks.

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