THE PECULIARITIES OF ROLE−PLAY IN TEACHING PROCESS

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ABSTRACT

This article discusses the peculiarities of role − play during the teaching process. Especially, in this article it can be seen that this type of plays are extremely significant for many schools and even universities or other institutions in order to enhance pupils and students' interests. The vast majority of teachers and students can elaborate on their capabilities or imaginations for creating English environment. Additionally, by this way numerous educators or language learners are able to acquire how to listen themselves attentively, also how to feel proud of each other`s unique abilities, such as speaking, reading, writing and logical thinking. It is undeniably true that one of the most essential skills is logical thinking which is comprehensively helpful for both teachers and students to integrate their further improvement maximally. Even though the minority of teachers or students is unable to understand or is unable to notify about their main goals or aims, using of this article they can be acutely conscious of their self − confidence or their self −concept. Moreover, this article helps to comprehend deeply psychological features of pupils and students in the process of teaching. As a consequence, a great number of language learners ` mind may change perceptibly in receiving or else conveying ideas, message. This article deals with tackling some problems of pupils and students within avoiding a deep −seated fear of pupils and students by using a wide range of role −plays. For this reason, author attempts to portray how significance of various types of role −plays in teaching process.

KEY WORDS: *learning process of children, types of role plays, communicative competence, physiological and psychological improvement of language learners.*

INTRODUCTION

It is known that current young generations' mind is extremely perfect with instantaneous communication, namely young ones have some psychological features during the process of learning, such as, identifying everything spontaneously or imitating teachers or else parents' movements, speech and so on. Due to the fact that nowadays advanced technologies influence people's social life easily. In particular, the system of education is also sensitive to engage in utilizing a wide range of contemporary technologies in teaching process, for instance, interactive blackboard, up-to-date computers, laptops, OH projectors, Lingophone rooms and others.

As a matter of fact, the knowledge of foreign language is connected integrally with the education system of Uzbekistan. This is mainly because of globalization can affect most people's lifestyle. It is undoubtedly true that the process of globalization leads to alter in cultural life of the society, economic or social

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which caused alterations in the system of language education: a variety of innovative discoveries has been introduced; various types of schedules, concepts as well as programs are created; promoting perfection and development of educating foreign languages at school. Due to the fact that the quality of foreign languages training is being enhanced day by day. So as to find out a foreign language at the level of professional, it is essential to begin its study at an early age that was exaggerated in one of the information of first President of the Republic of Uzbekistan. During the educating process a foreign language, we should not forget that simultaneous improvement of written language and verbal language abilities is not forever considered at the stage of junior which is mastering, because of certain features which are physiological and psychological improvement of junior children. Teaching English at school distinguishes from educating similar English on other grades due to peculiarity of pupils' s psychology, their physiology and ages. From K. D. Ushinskiy's perspective, the process of education which possesses a proper organization helps training kids foreign languages at an early age. What is more, K. D. Ushinskiy's viewpoint, the development of child's speech should be represented by means of developing child's thought, basing on visual images [1].

MATERIALS AND METHODS

Furthermore, while the teacher is planning the communication of foreign languages within pupils, he/she has to focus on the kid's level of language improvement in their mother tongue, then educating a foreign language will be more achievable. Role –play has its own original history of utilizing owing to its efficiency. It was used in business, psychiatry, military service and merely after that, it becomes a crucial tool in contemporary education. A wide range of role –plays may enhance learners speaking skills in any cases and assist learners to interact. It is undeniably true that most of learners may be very shy, however, role –plays suppose by supplying a mask, where learners with challenge in making a conversation is autonomous. It is very funny as well as the vast majority of learners will approve of that pleasure leads to better acquiring. According to some statistics, a role –playing game (RPG) is a game whose players presume that the positions of characters in a fictional setting. Players should be responsible for performing these roles with a narrative, either through literal performing or through the structured decision –making process or the improvement of character. Actions taken within numerous games fail or else succeed according to the rules and guidelins of system which is formal.There are a variety forms of RPG. The original form, on a daily basis was called ''tabletop'', which is conducted through debate, whilst in live action role –playing games (LARP) whose players act physically their character' s actions. In both of these forms, an orginezer who is called a game master (GM) occasionally decides on the rules as well as setting to be used, performing as a referee, while every other players are playing the role of a specific character[2].

Let us start with the words which are abstract of A. Dorothy "The second language acquisition through task –based approach – role – play in teaching English language" where she states that "Educating language is not just only about teaching languages, but it is also supporting students to enhance themselves as people. For this reason, how can we ease acquiring English process? How can we speed up our students speaking fluently? One of the most popular and simple among teachers methodic is "Task –based language teaching" (TBLT). TBLT proposes the usage of tasks as a central compenent in the classroom, because they supply better contexts for activating the processes of acquisition of learner, besides, promoting second language learning. Task –based language teaching has appealed the attention of second language learning which was created and later improved by researchers and educators who were second language in reaction to other methods of teacher dominance, form orientation. Role –play is a technique in whose students are represented with an artificial or a real environment as well as they are depicted with some type of situation or case and they need to exhibit similarly in the form of roles. Role –play is an efficacious technique to animate the atmosphere of learning and teaching, arouse the expectations of learners, additionally, make an impression the acquisition of language [3].

DISCUSSION

Role –play is extremely essential in educating English owing to the fact that it gives students a possibility to practice communicating in distinctive social roles and in various social contexts. Moreover, it allows students to be creative and to put themselves in others' place for a while. It is evident that the observation of Stephen D. Hattings: '' in the debate class, the

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role –play would appear to be the ideal activity in whose students could use their English creatively and it suggests to stimulate a conversation condition in whose students may find themselves and give them a facilitate to enhance or practice their communication skills.

Why does a task –based approach use?

- Tasks can be easily linked with students' real –life language requirements.
- Tasks can help to create contexts which provide opportunities the acquisition of second language.
- Tasks create conveniences for concentrating on form.
- Students are more likely to enhance the motivation of intrinsity in a task –based approach.
- A task –based approach is able to notify teachers to see if students are improving the skill to communicate in the second language.

It is obvious that initial role–play was conducted, maybe, in ancient Greece, whilst an overwhelming majority of scientists presume, during the process of master educating any pupils should say to them: '' Perform as if I was a customer and you were serving me''. After this, role was played by pupils. In the process of role-play the master acted his/her as a customer. When they argued about their special roles, play was used as a methodic instruction. Additionally, this kind of techniques was utilized in psychiatry in a scientific way. A sociometric measure was created by Moreno in 1946, a special technique, that studies interpersonal appealing as well as group membership in institutional settings, for instance, reform schools. In that case, he/she utilized widely role-play for psychiatric objectives. A variety of these plays are found out under the names, such as sociodrama as well as psychodrama. It is evident that role-play has long been a simple training method even among the fields of military, emergency response teams along with every organizations where instantaneous decision –making is considerably appreciated. It is known that nowadays the educational usage of role –play became more and more widespread. The usage of role –plays went up even further in the 1970s and 1980s, besides, role –play is currently common –place in the curriculum of university, the programs of industrial training as well as business.

It is undoubtedly true that role playing definitely promotes successful interpersonal relations as well as social transactions among participants. Therefore, according to Jones: "a simulation to happen the participants must agree the responsibilities and duties of their functions and roles, and accomplish the best they can in the situation in which they search themselves". Indeed, fulfilling their responsibilities of role, students must connect with others in the motivation, using efficient social capabilities. What is more, according to Sadow who helps to notify this very technique how to practice in teaching process. He gives a fascinating example of various activities which belong to both teacher and student in a common role –play. Initially, the teacher should tell his/her pupils or students that they are extraterrestrials who are coming into contact with easily items for the first time, such as keys, watches, toothbrushes and lightbulbs and so on. Without any references to the civilization of humanity, the participants must portray conclusions about the functions of objects[4].

RESULT

It is undeniably true that using a wide range of role –plays, especially, in teaching process which are widely effective for their flexibility of characters with other people, which means that this very role –plays can be extremely adaptable for any levels of students in order to form their every skills gradually. An excellent example of them, if we want to educate our students strongly, we should be also very active and sociable. The reason why, some of students try to adjust their teachers because of their ideal or powerful willingness. By utilizing vocabulary games so as to be exhilarating, students are able to use the language more communicatively. Numerous methods, for example, using distinctive role –plays or else games are occasionally used to educate as well as acquire vocabulary, reading or speaking and so on. However, they are used merely for a limited time. Different role –plays or else games can support most teachers to create colourful contexts in which the language is beneficial and comprehensively meaningful. Buck as well as Wright state that With the usage of role –plays or else games, the teacher can create "distinctive contexts in which students have to use the language to make a conversation, exchange

fruitful information and express their own point of views autonomously" [5].

CONCLUSION

All in all, so as to efficiently stimulate learning, role –plays or else games must involve wonderful ways for students to reflect upon and explain what is happening. As a matter of fact, learning may not occur without time for reflection. Many teachers should motivate students to take advantage of role –plays or else games in their learning processes. Taking everything into account it can be concluded that a wide range role –plays can assist many teachers to control the whole classes in an appropriate way, namely by this way an overwhelming majority of teachers and students are able to discover or create their proper positions in any processes, for instance, learning and teaching. Even though a number of students have difficulty in learning by heart the new words, particularly, foreign languages, French, English or Japanese, it does not matter, a wide range role –plays are valuable for practicing as well as enlarging their vocabulary in a perceptible manner. Finally, it should be noted that the usage of colourful role –plays or games during the process of teaching which is thoroughly efficient to clarify the concepts of concrete and abstract. Moreover, this kinds of role–plays or the same activities which are very creative as well as imaginative, will encourage students to use thoroughly their own imagination and challenge them to consider and speak. It is undoubtedly true that teachers and students have their own inborn talents to implement everything perfectly not only in their educational life, but also their social lives.

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