



## **ROLE-PLAYING GAMES IN THE DEVELOPMENT OF DIALOGUE SPEECH IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE**

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### **ABSTRACT**

*The subject of this scientific article is features of teaching dialogical speech in English lessons based on the use of role-playing games at the A2 level of education. To solve the set tasks, the theoretical: analysis of literature on pedagogy, psychology and methods of teaching foreign languages methods were used. The purpose of this article is to study the effectiveness of the use of role-playing games as a means of developing the ability of dialogical speech at the A2 level of teaching a foreign language (English).*

**KEY WORDS:** "psychological justification", classification of W. Gerhard, stages of the role-playing game, series of episodes, educational process.

### **INTRODUCTION**

Learners value the opportunity to be active participants. The article carried out have revealed that they have great chances to assimilate the knowledge that they have learned in the process of active action, and that they have great abilities to use it in their own lives. The relevance of this scientific article is due to several factors. First, keeping middle school students interested is not an easy task. To get students interested, it is necessary to use teaching methods and aids that will make the learning process easier, and the children more receptive to learning new material. Gaming technologies, in particular role-playing games, help teachers in this. Secondly, one of the main problems is the teaching of oral speech. In language learning, only theoretical skills, it is not enough to have it is necessary to consolidate them in practice, to be able to use them in real role-playing to represent situations, life.

The game helps students to be close to real ones, and to form speaking skills. Thirdly, there is a serious problem of inability to overcome the presence

of a language barrier. This problem can be eliminated by immersion in the culture of the country, the target language, using gaming technologies, namely role-playing games. During the role-playing game, students feel the ease of the situation, forget about the fear of making a mistake, and are fully open to learning a foreign language.

### **MAIN PART**

The specificity of a foreign language as an academic discipline is determined by the fact that it, characterized by features inherent in language in general as a sign system, is at the same time determined by a number of features of mastery and possession that are distinct from the native language. A foreign language is used to express thoughts. Therefore, the language is facing the speech-thinking activity in a foreign language is a complex mental process. The task of a foreign language teacher is to determine the nature of the difficulties in transferring the realities of one language to another and to be able to help in overcoming difficulties.



The need for widespread use of game techniques is dictated by the specifics of the subject: in conditions when all communication problems can be solved in the native language, the new game is a "psychological justification" for the transition to a foreign language. In the conditions of a modern school, methodologists, teachers are looking for opportunities to improve the quality and effectiveness of teaching a foreign language. Role-playing gives such an opportunity.

It allows you to take into account the age characteristics and interests of students; it can be an effective means of creating a motive for foreign language dialogue; contributes to the implementation of an activity-based approach in teaching a foreign language, when the student is in the center of attention. Communication situations simulated in a role-playing game make it possible to bring speech activity in the lesson closer to real communication.

The central component of the role-playing role, social is more precisely the totality of interpersonal roles, the performance of which by students involves them in the process of communication and mastery of communication. The selection and distribution of roles is an important pedagogical technique that presupposes the teacher's knowledge of the individual psychological characteristics of the trainees, their interests, opportunities and life experience. Only a creative approach allows the teacher to rationally distribute roles between students, bearing in mind the prospect of the formation of speech skills and harmonious development of the personality. Role theory has taken on large dimensions in its development. It is currently being used in social psychology, sociology, play, theatrical art.

The role comes from the Latin word "rolutus" roll, the scroll on which the text of the drama for prompters was written in ancient Greece and Rome; later the actor himself read the text from Rolutus. The role began to be understood as "person", "mask", "personality". The concept of "role" has become directly related to the use of certain social functions by a person.[1] There are various ways to classify roles. From the point of view of teaching role-based communication, the most interesting is the classification of W. Gerhard, according to which roles are divided into: [2]

a) Status, which can be assigned from birth or acquired during the role of a citizen of a certain state, belonging to a class, and so on;

b) Positional roles, which are usually coded by rules that determine a certain position in society: professional, family roles, and so on;

c) Situational roles, presented in the form of fixed standards of behavior and activity, to play which it is enough to be short-term participants in a

communication situation. The role of a guest, tourist, pedestrian, and so on. For the development of foreign language conversational speech skills, the most interesting is the playing of situational roles.

These roles are not formulated, they allow for freedom of playing, they represent ample opportunities for expressing personal interests, which corresponds to the activity-based approach to learning. According to the theory of social roles, a person occupies a certain place in the system of social relations, determined by the concept of "position". Each personality has many positions. Researchers distinguish three main ones: professional; public; [3] family. Researchers identify the following functions of role-playing games[4]: motivational-stimulating; educational; orienting; compensatory. Let's take a closer look at these functions. The purpose of the role play is the activity to be performed. As a model of interpersonal communication, role play creates the need for communication in a foreign language. From this position, it performs a motivational and incentive function. The teaching function is that role-playing game largely determines the selection of language means, promotes the development of speech skills and abilities, and allows students to model communication in various speech situations. The upbringing function suggests that in role-playing games discipline, mutual assistance, activity, readiness to be involved in different types of activities, independence, the ability to defend one's point of view, take initiative, and find the optimal solution in certain conditions are brought up.

Role play forms in schoolchildren the ability to play the roles of another person, to see themselves from the position of a communication partner. It orientates students to planning their own speech behavior and the behavior of the interlocutor, develops the ability to control their actions, to give an objective assessment of the actions of others. Thus, role-playing plays an orientation function. The compensatory function of role-playing games is manifested in the fact that it is in play that the contradiction between the child's need for action and the inability to carry out the operations required by the action is resolved. Children strive for communication, and role play gives them the opportunity to realize their desire.[5]

Supervised RPG is simpler and can be based on dialogue or text. In the first case, students get acquainted with the basic dialogue and practice it. Then, together with the teacher, they discuss the content of the dialogue, work out the norms of speech and the necessary vocabulary. After the etiquette of THIS, students are invited to compose their own version of the dialogue, relying on the basic one, and



using the supports written on the board (supports can be prepared in advance on cards and distributed to students). The new dialogue can be similar to the basic one, but it is necessary to use a different content, a different form of questions and answers, this dialogue can be shorter or longer than the basic one. In addition, as needed, the teacher can give instructions during the role play. [6]

The second type of controlled role play is text based role play. In this case, after acquaintance with the text, the teacher can invite one of the students to play the role of a character from the text, and the other students can interview him. Moreover, students - reporters can ask not only questions, the answers to which are in the text, but also any other ones of interest to them, and the student playing the role of a character can show his imagination when answering these questions. As in the first case, the teacher can give instructions, helping students during the role play.[7]

More complex is a moderately controlled role-playing game, in which participants receive a general description of the plot and a description of their roles. The problem is that the features of the role-playing behavior are known only to the performer himself. It is important for the rest of the participants to guess which line of behavior their partner is following, and make an appropriate decision about their own reaction.

The most challenging are free and lengthy role-playing games that open up room for initiative and creativity. As for the free role-playing game, when it is conducted, the students themselves must decide what vocabulary to use, how the action will develop. The teacher only names the topic of the role play and then asks the students to design different situations that involve different aspects of the topic. Also, the teacher can divide the class into groups and invite each group to choose the aspect of the proposed topic that is closest to them. At the same time, if necessary, he helps students in assigning roles and in discussing what needs to be said about the chosen situation, or provide some other assistance.

Long-term role play involves acting out a series of episodes (for example, from the life of a class) over a long period. Episodic role-playing game involves playing out a separate episode.[8] From the point of view of students, role play is a play activity in the process of which they play certain roles. From the position of the teacher, role play acts as a form of organizing the educational process, the purpose of which is to form and develop the speech skills and abilities of students. In the game, the teacher can occupy the following positions: leader (scriptwriter, director), participant (pupils' partner in the game), observer (control over the course of the

game in the classroom), absent (leaves the classroom, leaving the players).

The success of the role play is essential. That is why the methodologists identify the stages of role-playing and suggest an algorithm for developing a role-playing game in foreign language lessons. Most of the researchers distinguish the following stages of the role-playing game:[9]

1. The preparatory stage includes the preliminary work of the teacher and students. Teacher training involves: a) choosing a topic and formulating a problem; b) selection and repetition c) clarification of the parameters of the situation: time, place, number of participants, degree of formality; d) preparation of game attributes: visual aids, cards; e) clarification of the goal of the game and the planned end result. Student preparation consists of: a) finding additional data on a topic or studying handouts; b) repetition of speech formulas and vocabulary on the topic. Preparation for the game can last from a few minutes to several days. At this stage, it is necessary to carry out a series of training exercises necessary for the subsequent role-based communication.

2. Conducting the game. The whole class is divided into groups. As for the subject of discussion, it can be the topic of a textbook, articles from foreign magazines or newspapers, a movie. You can also role play based on a painting or series of drawings. If the game has been prepared in advance, then you can start it immediately after clarifying the situation. The distribution of roles is carried out in accordance with age and individual characteristics. Of great importance for the successful conduct of the game is how well the teacher can prepare students for this form of activity.

3. Stage of control of the game. The stage of control and analysis of the game can follow immediately after its completion or be carried out in subsequent lessons, depending on the complexity of the game. A psychologically more appropriate job that follows immediately after the game is to exchange opinions about her success, difficulties and successful moments.[10]

Summing up the results of the game. There is also a more detailed plan: preparatory stage in the classroom (introductory conversation of the teacher, familiarization with the role situation and vocabulary); preparatory stage at home (reading texts, articles on the problem); the game itself; The final stage. The final stage is a necessary element of the role-playing game, it involves the performance of certain tasks (for example, write a letter to a friend, an article in a newspaper on the problem, etc.)

Depending on the goals of the lesson and the level of training, role-playing games can be conducted: in pairs; in triads; in subgroups; in the



whole group. Role-playing games in pairs are the simplest kind of games. Role-playing games in subgroups can be conducted in different ways. Sometimes all subgroups have to play at the same time, and the teacher supervises their work, moving from one group to another. It is also possible that the subgroups play in turn: one subgroup plays, and the rest listen and evaluate in order to take part in further communication.[11]

## CONCLUSION

Game technologies are of deep pedagogical value, this is the sphere of communication in which the student reveals himself, his development and education takes place; it motivates, encourages action. Using the play method of teaching, we solve important methodological problems such as: psychological readiness of students to communicate; multiple repetition of language material; training students in choosing the desired speech option. Another important advantage of it is that it can be used as a lesson, part of a lesson, or as an element of extracurricular work.

Role play is an educational technique in which students, having chosen a role, must speak freely within the given circumstances. It can be used in teaching schoolchildren of any age. As a model of interpersonal communication, it creates the need for communication. It promotes the formation of educational cooperation, partnerships. Improves the quality of education; provides communication practice in foreign language lessons. She realizes a more successful mastery of the material, conditions for the complex use of existing knowledge, motivates, provides direct communication, on A foreign language is not afraid to make mistakes, thereby overcoming the language barrier.

In conclusion, the use of dialog form of communication based on role-playing games at A2 level in English lessons is a very important aspect in teaching dialogical speech. At the middle stage of learning, play is also an important component, because at this stage of education, students lose motivation. Role-play is a great way to raise the motivation level of students, because when it is carried out, students experience an emotional outburst, and role-play makes the learning process, sometimes difficult and tedious, fun, and this increases the motivation to learn. Thus, summing up the results of the article done, we can say that the goals and objectives set by us earlier have been achieved. The purpose of this scientific article, the study of the effectiveness was the use of role-playing games as a means of developing the ability of dialogical speech at the A2 level of teaching a foreign language (English). We can say with

confidence that this goal has been achieved. Speaking about the tasks of teaching dialogical speech using role-playing games, it should be noted that experimental methods of teaching dialogical speech are now actively practiced. However, there are still many questions in this area that require theoretical and experimental research.

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