



Received: 03-11-2022

Accepted: 13-12-2022

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Development of Speaking Skills through Role Playing Games in Foreign Language Lessons

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Abstract

This article is devoted to the theoretical and practical analysis of methods and technologies aimed at the formation of oral speech skills in the process of teaching students a foreign language. The article developed recommendations

on what methods to use in foreign language classes. In addition, examples of the "role playing" method were given in order to improve students' speaking skills, and the results of these examples were analyzed.

Keywords: Method, Oral Speech, Skill, Role Playing, Improvement of Speech, Interpreting

Introduction

In the modern world, knowledge of at least one foreign language is considered mandatory. Of all four types of speech activity (reading, writing, speaking, listening), speaking is considered the most important in learning a foreign language. Based on this, the main goal of a foreign language teacher is the formation of a communicative culture of students and the development of practical speaking skills. Bailey and Savage believe that speaking should be given special attention in the classroom ^[1], as many foreign language learners have problems in real communication, because they are not ready for spontaneous and fast-acting actions.

Literature review

It is believed that one of the most effective ways to develop the skill of oral speech is the direct inclusion of students in communication during the lesson. According to Shraddha Singh, this can be achieved through communicative language teaching. Communicative language learning is based on real life situations that require direct communication" ^[2]. The main goal of the teacher is to create situations that are closest to the natural environment. Ferris and Tagg suggest that foreign language learners should have extensive authentic practice in the classroom, such as participating in discussions, interacting with peers and teachers, and asking and answering questions ^[3].

To master the skills of oral speech, various types of activities are implemented, such as playing according to a pre-prepared scenario, discussion, discussion, debate, questioning, modeling, role-playing games, communication games, and others ^[4]. Such activities, according to Jacobs, encourage students to master the skills of speaking, since the mutual dependence that joint activities require will lead to more communication between students, because they will have to exchange information and advice in order to succeed in achieving their goals ^[5].

One of the most effective ways to improve students' communication skills is to use role-playing games in the classroom. A.V. Konyseva defines the concept of a role-playing game as "a situationally controlled speech exercise aimed at improving speech skills and developing speaking skills ^[6]."

Discussion

One of the biggest advantages of role-playing games is the simulation of real situations of communication. In this case, students see what would really be useful in real situations and what would not. Being a creative activity, role-playing games help students to increase personal growth by being spontaneous and creative ^[7], since during the game students are forced to act as they would act in a real situation. Role-playing games are based on solving certain problems, thus they provide the maximum development of students' communication skills. In addition, they gain experience in using the language being studied as a tool. Thus, when they use a foreign language in a real conversation, it will not be unfamiliar to them.

To conduct a role-playing game, the presence of participants and material is required, for example, role-playing cards with a described situation and the rules of the game. The material for role-playing games is developed with the aim of teaching

students to express their thoughts, conjectures, express their opinions, defend a point of view, and also evaluate arguments for which there is no objective way to demonstrate the result as right or wrong^[8].

Depending on the subject, age and level of language proficiency, we can offer several role-playing games for learners of English.

Example 1. Topic: "Introducing yourself". Level: A1-A2. Age: middle school, students, adult learners. Students imagine they are at a party around new people they don't know. They have to get to know each other asking the questions below.

I'm John. I'm 26. I'm a teacher. I live in a big house. I work in Paris. I speak English and Spanish. I like swimming and skiing.	My name's Bob. I'm 28. I come from England. I am a policeman. I live in a small house in a village. I speak only English. I like all sports.
My name's Tom. I'm 19. I am a student at one of the universities in Australia. I live in a university dormitory. I speak English, French and Russian. My favourite sport is running.	I'm Sam. I'm 26. I come from Scotland. I am a teacher. I live in a small flat in Edinburgh. I speak Japanese, English and Chinese. I don't like sport.
I'm Natasha. I'm 23. I come from Russia but I live in Germany in a big house. I work as a waitress. I speak Russian, German, English and French. I like tennis.	My name's Bjorn. I'm 44. I live in Norway. I am a freelancer and work at home. I live in a big flat. I speak Norwegian, Danish and English. I enjoy skiing.

Interview your partner (A1):	Interview your partner (A2):
Hello! What's ...?	Ask their names
How old...you?	Ask about their age
Where ... live?	Ask where they live
... you have a house or a flat?	Ask if they live in a house or a flat
What ... your job?	Ask about their job
How many languages ... you speak?	Ask if they speak any languages
What sport ... you like?	Ask what sports they like

Example 2. Topic: "Sport". Level: B1-B2. Age: middle school, students, adult learners. Students are divided into groups, read the instruction given on their cards and act as the following^[9].

Student A You've just arrived in your first country at the beginning of your world tour. You're worried about money and so you'd like to find a cheap hotel to stay in. Try and convince your friends that this is the best option.
Student B You've just arrived in your first country at the beginning of your world tour. You want to start your holiday in style and stay in a nice hotel. Try and convince your friends that this is the best idea.
Student C You've just arrived in your first country at the beginning of your world tour. Your friends have got different ideas about where they would like to stay. Listen to them and decide who you agree with.
Student A You're now in your second country but unfortunately, you've just been mugged and have lost your bag with your passport, air tickets and money in it. You're at the police station to report the theft.
Student B You're now in your second country but unfortunately your friend's bag's been stolen. You're at the police station to help your friend.
Student C You're a police officer. Two westerners are in your police station

to report a theft. You don't believe their story. Ask them a lot of questions to find out if they are telling the truth.
Student A Because of the mugging you phone home to talk to your parents. You want your parents to send you some money urgently because you have no money left. Reassure your parents that everything is OK and get as much money as possible.
Student B You are Mum. You are upset about what has happened to your child. You don't want to send him/her any money because you want him/her to come back home immediately.
Student C You are Dad. You are upset about what has happened to your child. You don't want to send him/her.

Example 3. Topic: Neighbourhood. Level: B1-B2. Age: middle school, students, adult learners. Students imagine they are neighbours and have some complaints towards each other. They should solve the problems according to their card^[10].

Neighbour A Your next-door neighbour (B) is having a wild party, music is so loud that other neighbours have called you to ask him/her to turn it down. You try to be calmed and very respectful, and explain that you have to get up early to go on a trip. Even if your neighbour says no, you have to let him say.	Neighbour B You just graduated, so you invited ALL your friends from college to your empty house and got a famous DJ for the party. There is a lot of beer and wine. You are having a GREAT time dancing and drinking, so when your neighbour A knocks on the door to ask you to turn the volume down, there is NO way he/she will stop your party.
Neighbour C Your neighbour's garden is a mess. They're never home, so they never clean it, it has trash, leaves and many dirty things. It smells so bad you can smell it in your backyard. Tell your neighbour that she has to clean it. Be very angry, because she is famous for her rudeness.	Neighbour D The crazy neighbour next door is complaining about the smell of your garden. You have 4 dogs and 6 cats, and 2 children, so it's almost impossible to keep it clean. Explain to him/ her very serious and calmed that if she wants you to clean the garden, HE/SHE should help you do it.
Neighbour E Your neighbour in the apartment upstairs, keeps the TV on all the time, and he/she is always shouting at her two babies, who cry all night. You can sometimes hear things breaking, like a fight. Talk to your neighbour and politely suggest that he/she takes therapy, or you will take some action.	Neighbour F The neighbour downstairs is complaining about the noise you and your babies make. Of course, he/she is single and has no children. Also, he/she says that he/she will take some action. Tell your neighbour to mind his/her own business.
Neighbour G You live in Shanghai and your neighbour keeps two snakes as pets in the garden. Sometimes, the snake gets in your house and run after your children, talk to your neighbour not to keep snakes any more.	Neighbour H The young lady next door wants you not to keep snakes. He/she says they could bite her babies. Explain to your neighbour that this is impossible because your snakes are vegetarian. Ask her to bring her babies to play with snakes, because you think as young children, they need to be brave.

Summary

Thus, communication skills are one of the most important aspects in learning a foreign language. The most effective way to develop oral language skills is to conduct games and activities that require the creation of a language environment in which students can use the knowledge and skills of the language being studied as a tool for expressing their thoughts and ideas. One of these activities is a role-playing game. Role-playing games are based on a certain situation with chosen roles and specific goals. The advantages of the role-playing game are the imitation of the real environment of communication in a foreign language; full improvisation, where students must speak quickly and spontaneously; taking part in a role-playing game, students master their problem-solving skills; role-playing game is a creative way of learning a foreign language, which, in turn, also improves students' acting skills.

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