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Abstract: When planning English lessons, it is necessary to strive not only to ensure that students learn and remember new words, but also to create all conditions for the development of the individuality of each child. The author in the article suggests, to keep children interested in the subject, it is necessary to determine what can captivate them in the learning process. In this regard, the search for reserves to improve the quality and effectiveness of teaching a foreign language, the use of innovative methods and techniques of work becomes important in the work of a teacher. All this will contribute to the solution of the main task of the teacher - to arouse in students a steady interest in learning a foreign language and to achieve the ability to communicate freely in it.

Key words: role plays, interactive games, word building, specific topic, enthusiasm, artificial, pronunciation, effective education, tendency, phonetic, qualities, steps, textbooks, depicting objects, differentiation, exerpt.

INTRODUCTION

Role-playing games are of great help to the teacher in solving these problems. Their use in foreign language lessons gives positive results, increases the interest of the children in the lesson, allows them to concentrate their attention on the main thing - mastering speech skills in a natural situation of communication during the game. The educational possibilities of games have been known for a long time. Many prominent educators rightly paid attention to the effectiveness of using

games in the learning process. Currently, the problem of using a speech game in teaching a foreign language is widely covered in domestic and foreign methodological literature. [10,15]

The game is “a specially organized activity that requires the tension of emotional and mental forces” [1]. The nature of the game, its high educational potential is due to the age and psychological characteristics of the development of children.

Games help children become creative individuals, teach them to take an informal attitude to any business. Games bring children the joy of communication, enthusiasm, the opportunity to show their abilities and talents.

MAIN PART

Creativity is inherent in the students by nature itself. They love to compose, invent, fantasize, portray, reincarnate. Children's creativity quickly fades if there is no interest in it from others. Joint creative games bring the student closer to the teacher. This is one of the main principles of effective education. Students, playing, all the time strive to move forward, to the best results. [17,112]

American psychologist George Herbert Mead in his book “Mind, Self, and Society” [2,74] saw in the game a generalized model of the formation of what psychologists call “independence” of a person – “gathering” one’s “I”. The game is the sphere of self-expression, self-determination, self-examination, self-realization of a person.

It is no coincidence that in modern medicine and psychology a special branch has been formed - game therapy. Play can diagnose, know and study, play can encourage and approve a student. With the help of the game, you can correct, improve, develop important personal qualities in children.

The game always involves making a decision - how to act, what to say, how to win. The desire to solve these questions speeds up the mental activity of the players. If the child will think in a foreign language, the game in this case provides rich learning opportunities.

Of course, children do not seriously think about these possibilities. For them, the game is primarily an exciting activity in which everyone is equal.

As T.G. Lyubimova accurately notes in the work “Developing creative activity”, the game is “feasible even for weak students” [12,6].

A sense of equality, an atmosphere of enthusiasm and joy, a sense of the feasibility of tasks - all this enables the children to overcome shyness that prevents them from freely using the words of a foreign language in speech, and has a beneficial effect on learning outcomes. The linguistic material is imperceptibly assimilated, and along with this, a feeling of satisfaction arises - "it turns out that I can speak on an equal footing with everyone."

In the light of the foregoing, we consider the game as a situational- variative exercise, which creates the opportunity for repeated repetition of a speech sample in conditions as close as possible to real-speech communication with its inherent features: emotionality, purposefulness of speech influence.

Role-playing games contribute to the implementation of the following methodological tasks:

- creation of psychological readiness of children for verbal communication;
- ensuring the natural need for repeated repetition of language material by them;
- training students in choosing the right speech option.

In the work “Elements of Teaching New Languages”, the German methodologist F. Leisinger shows great communicative and, therefore, educational opportunities for role-playing games for the development of oral speech. Role-playing game, in his opinion, most accurately recreates the atmosphere of communication. A certain character is assigned to its participants, they are in certain relationships within the framework of a particular situation, which implies a variety of speech reactions, including emotional [4,36]. Students need to express joy or grief, delight or indignation, and they must find means to express their emotions.

The same games can be performed in different ways, take different forms, but all of them are based on improvisation. Of course, it must be taken into account that each age period is characterized by its own type of leading activity.

The most interesting development of many functions occurs in primary school students, and therefore the need for play at this age is especially strong, and play turns into an activity that controls development. It forms the personal qualities of the child, his attitude to reality, to people.

At this age, due to the functional tendency, the child cannot live without activity, without play. To suspend play activity and forcibly include a student in another activity means to slow down the intensive development and comprehensive disclosure of his inclinations.

As you know, the driving force of speaking is the motive. Creating a speaking motive is the most difficult component of the teacher's activity when organizing a role-playing game. In order to penetrate the sphere of interests of students, it is necessary to create a personal motive for participating in a role-playing game and thereby correctly compose tasks for role-playing games. Role-playing games in a group of children have inexhaustible possibilities for recreating the most diverse relationships that people enter into in real life.

Taking as a basis the classification of M.F. Stronin, proposed by him in the book "Educational Games in English Lessons" [17, 112], we distinguish the following types of role-playing games:

- games for working with the alphabet;
- phonetic games;
- vocabulary games;
- spelling games;
- grammar games;
- listening games;
- general language games.

The place of games in the lesson and the time allotted to the game depend on a number of factors: the preparation of students, the material being studied, the goals and conditions of the lesson. For example, if the game is used as a training exercise during the initial consolidation, then 20-25 minutes can be allotted to it. In the future, the same game can be played in order to repeat the material already covered, i.e. the same game can be used at different stages of the lesson.

Games are best used in the middle or at the end of a lesson to relieve tension. It is important that working with games bring positive emotions and benefits and, in addition, serve as an effective incentive in a situation where the interest or motivation of children in learning a foreign language begins to wane.

During the game, students should not be interrupted, because this violates the atmosphere of communication. I. P. Gladilina believes: "Very often in society, people prefer to remain silent if they know that their speech will cause a negative reaction from the interlocutor. [7,20] Similarly, a student whose every mistake is corrected by the teacher not only loses the main idea of the statement, but also the desire to continue the conversation. Corrections should be done quietly, without interrupting students' speech, or done at the end of the lesson.

In general, the use of various games in a foreign language lesson contributes to mastering the language in an entertaining way, develops memory, attention, ingenuity, maintains interest in a foreign language.

At the same time, games in foreign language lessons can and should also be used to relieve tension, monotony, when working out language material, and when activating speech activity [16,7].

It should be remembered that for all the attractiveness and effectiveness of games, a sense of proportion must be observed, otherwise they will tire the students and lose the freshness of the emotional impact.

When planning lessons and selecting various games for them, it is necessary not only to take into account the age categories of students, but also their level of

development and awareness, in some cases, relying on their native language. The use of games in foreign language lessons helps the teacher to better reveal the personal potential of each student, his positive personal qualities (hard work, activity, independence, initiative, teamwork, etc.), maintain and strengthen learning motivation.

It is important to remember for everyone - teachers, educators, parents - that just as an adult needs some kind of activity, work for an active life, a student needs a game for successful learning.

As practical recommendations, we offer examples of the use of role-playing games in thematically different English lessons in high school.

Alphabet games

Goals:

- control of assimilation of the alphabet;
- formation of the skill of differentiation of sound-letter correspondences.

5 cards. The teacher shows each of the participants in the game 5 cards with the letters of the English alphabet. The winner is the one who correctly and without pauses names all 5 letters.

Where is the letter? The teacher writes a few words on the board and invites the students to find three among them in which the letter ... reads like The one who does it faster wins.

Taking steps. Students line up at the back of the classroom. The teacher shows the words written on the blackboard, the students take turns spelling the words. If the student spells the word correctly, he takes a step forward. The first student to reach the opposite wall of the classroom is the winner.

Word-building. The teacher writes a long word on the board. Pupils must form (in a certain period of time) words from the letters of this word. The student with the most words wins. For example, from the word personal, students can make the words: son, are, so, rose.

Phonetic games

Goals:

- training students in pronouncing English sounds;
- formation of the skill of pronunciation of a coherent statement or text.

Who will read it better? A small poem or an excerpt from it (counter, tongue twister) is written on the board. The teacher reads and explains the meaning of words, sentences, draws attention to the difficulties of pronunciation of individual sounds. The text is read several times by the students.

After that, two or three minutes are given for memorization. The text on the board is closed and the students have to read it by heart. Two or three readers are allocated from each team. Points are awarded for error-free reading; One point is deducted for each mistake. The team with the most points wins. Whose team will sing the song "What is your name?"

The winning team receives five points. Singing at foreign language lessons allows you to include each child in active cognitive activity, creates the prerequisites for teamwork in an atmosphere of positive emotions.

Dunno and we. Dunno came to class. He will study English. Now the guys are not just repeating sounds, they are trying to teach Dunno the correct pronunciation. Dunno shows the children transcription signs, and the guys call them in unison. And to check how the guys remembered these sounds, Dunno begins to make mistakes. If the sound is pronounced correctly, the children are silent, and if it is incorrect, they clap their hands together.

Who knows the symbols of the sounds better. The teacher pronounces English sounds, and the guys show the corresponding transcription signs. You can modify the conditions of the game: the teacher shows transcription signs, and the called students pronounce the corresponding sound or a word containing this sound.

Lexical games

Goals:

- to train students in the use of vocabulary in situations close to the natural environment; - to activate the speech-thinking activity of students; - to develop students' speech reaction. Teacher and students. During the oral introductory course, students get acquainted with a large number of lexical units. And the game "Teacher and students" is of great help in mastering these words.

The student in the role of a teacher, showing a picture of a certain subject, asks questions to the student, to which he answers. Then the players change places. As we have seen in practice, in this game it is useful for the poorly prepared to work in pairs with the well prepared.

In the shop. On the counter of the store are various items of clothing or food that can be bought. Students go to the store, buy what they need. P1: Good morning! P2: Good morning! P1: Have you a red blouse? P2: Yes, I have. Here it is. P1: Thank you very much. P2: Not at all.

P1: No, do you have a warm scarf? P2: Sorry, but I haven't. P1: Good bye. P2: Good bye.

Semi-flower. Equipment: daisies with removable multi-colored petals. The class is divided into three teams. Schoolchildren one by one in a chain name the color of the petal. If the student made a mistake, all the petals are returned to their place and the game starts over. P1: This is a blue leaf. P2: This is a red leaf., etc.

Most interesting story. Two teams are formed. Each is given the task of compiling a story on a specific topic ("At the zoo", "Trip out of town", "Sports games", etc.). The team with the most interesting story and the fewest mistakes wins.

Do you know animals? Representatives from each team take turns pronouncing the name of the animals: a fox, a dog, a monkey, etc. The last person to name the animal wins.

Collect a picture. Each team is given an envelope containing 12 pieces of the picture.

You need to quickly assemble a picture and give its description using structures: I see. This is. He has got..... She has got It is blue (grey, etc.)

Pick up a bouquet. Equipment: real or artificial flowers or autumn leaves. Teacher: Each of you has a favorite teacher. Let's make a bouquet for him. Only we must comply with one condition: to name the color of each flower or leaf correctly, otherwise the bouquet will quickly wither. Student: This is a red flower. This is a yellow flower etc.

Pantomime. To consolidate the vocabulary on the topic "Morning of the schoolchild" in the speech, you can play the game "Pantomime". The leader leaves the class, and a group of children is located at the blackboard. Each gestures and facial expressions depicts one of the actions on a given topic. Then the teacher says to the facilitator: Guess what every pupil is doing? Sample answers of the presenter: This boy is doing morning exercises. That girl is washing her face. That boy is sleeping, etc.

Spelling games

Goals:

- formation of skills of combining letters in a word;
- mastering the skills of understanding the place of a letter in a word;
- checking the assimilation of the spelling of the studied lexical material.

The letters crumbled. The teacher writes a word in large letters on a piece of paper and, without showing it, cuts it into letters, saying: "I had a word. It broke into letters. Then he shows the letters and scatters them on the table: "Who will guess what word it was faster?" The first person to spell the word correctly wins. The winner comes up with his own word, informs the teacher or writes and cuts it himself and shows everyone the scattered letters. The action is repeated.

Duty letter. The students are given cards and are asked to write as many words as possible in which the indicated letter is in a certain place. For example, the teacher says: "Today we have the letter "O" on duty, it comes first. Who will write more words in which the letter "O" is in the first place?

Picture. Each participant in the game receives a picture depicting objects, animals, etc. Team representatives go to the board, divided into two parts, and write down the words corresponding to the objects shown in the picture.

After the student has written the word, he must read it and show his picture. The team that writes down all the words faster and with fewer errors wins.

Who is bigger? Two teams are formed. Each team should write on the board as many words as possible on the topics: a) the names of sports games; b) animals; c) colors, etc.

Grammar games

Goals:

- to teach students the use of speech samples containing certain grammatical difficulties;
- create a natural situation for the use of this speech sample.

Picture game. For better assimilation by students of structures in Present Continuous, you can use a game with a picture. Schoolchildren are invited to guess what this or that character depicted in the picture, which they have not yet seen, is doing. The guys ask questions, for example: P1: Is the girl sitting at the table? T: No, she is not. P2: Is the girl standi. The student who guessed the action shown in the picture wins. He becomes the leader and takes another picture.

What do you like to do? The game is aimed at activating common questions in speech. One of the students guesses what he likes to do, the rest ask him questions: Do you like to swim? Do you like to play football? Until they figure it out. The one who guesses becomes the driver.

Have you ... The game trains students to use common questions with the verb to have. There are toys on the teacher's table. Students are invited to look at them and remember (you can first repeat all the names in English with the students). Then the students turn away, and the leader takes a toy from the table and hides it behind his back. The rest of the toys are covered with newspaper.

Students ask questions to the facilitator: Have you a cat? Have you a dog? and so on until one of the students guesses the hidden toy. He takes the lead.

Trip around the world. In the fifth grade, the structure “There is a book on the desk” is introduced, which will be encountered quite often in the future. To firmly fix it, you can use the game "Around the World Journey". In our practice, we start the game like this: There is a blackboard on the wall, etc.

Listening games

Goals:

- to teach students to understand the meaning of a single statement;
- to teach students to highlight the main thing in the flow of information;
- to develop the auditory memory of students.

It is possible to conduct text listening games without having any pictures, drawings, or pre-prepared questions, since these are games for the development of auditory memory. The teacher reads the text at a normal pace, the players listen. After listening to the text, the teacher offers to write down the words that each participant in the game remembered. Then the teacher reads the text again and gives the task - to write out groups of words and memorable phrases.

After that, the participants in the game restore the text from memory, using their notes. The winner is the one who most accurately conveys the content of the text.

Team games have a great effect in teaching listening, in which, after listening to the text, team members compose and then ask questions to rivals on the content of the text. The team that answers the questions most accurately wins.

Of particular interest are games in which, after listening to the text (preferably with a large number of characters), it is necessary to play a scene according to the content of the text. “In these games, students demonstrate not only their listening abilities, but also their artistic abilities” [7,16].

Texts can be used from textbooks, additional books on the English language, invented by the teacher or students. The main thing, in our opinion, is to turn an elementary text into an interesting game that attracts a child. [13,47]

Whose sun is brighter? Team captains go to the board, on which two circles are drawn, and describe the animal from the picture. Each correctly said sentence is one ray to the circle and one point. The winner is the captain whose sun will have more rays, i.e. more points.

Who knows the numbers better? Representatives from each team go to the board, on which the numbers are written (out of order). The host calls the number, the student looks for it on the board and circles it with colored chalk. The one who circles the most numbers wins.

Riddles about animals. The teacher reads riddles to students, students must guess them. For example:

It is a domestic animal. It likes fish. (A cat)

It is a wild animal. It likes bananas. (A monkey)

It is very big and grey. (An elephant)

This animal likes grass. It is a domestic animal. It gives us milk. (A cow) For each correct answer, the team receives 1 point.

Cheerful artists. The student, closing his eyes, draws an animal. The facilitator names the main parts of the body:

Draw a head, please. Draw a body, please. Draw a tail, please. If the drawing turned out, the team gets five points.

Host: I can't find my sister. She is ten. She is a school girl. She is not tall / Her hair is dark. Her eyes are blue. She has a red coat and a white hat on.

Seasons. The teacher invites one of the students to think of any season and describe it without naming it. For instance:

It is cold. It is white. I ski. I skate. I throw snowballs. Students try to guess: Is it spring? Is it winter? The winner is the one who correctly named the time of year.

Puzzle games. Teacher: I have good friends. These are special friends. They came to us from fairy tales. You know them too, but can you guess who I'm talking about? — I have a friend. Is not a small boy. can read, write and count, but not well. He can run and jump and play. He cannot draw and he cannot swim /Dunno/.

- I have a friend. Not a big fat boy. He cannot read and write, but he can run, sing, dance and play. He can fly! /Carlson/.

- I have a friend. He is not a boy. He is not a girl. He is green. He can swim. He cannot jump and he cannot fly /Crocodile Gena/.

General language games

Goals:

- formation of pronunciation, lexical and grammatical skills;
- training the use of linguistic phenomena at the preparatory, pre-communicative stage of mastering a foreign language.

Translate the word. Each participant in the game is given an English word for translation into Russian. The answer must be immediate.

Pick up a proverb. The host reads the beginning of the proverb, the teams must finish it. If the answer is correct, the team gets a point. A FRIEND IN NEED..... IS A FRIEND INDEED. [8]

CONCLUSION

The main task of the considered games is to manage the educational and cognitive activity of students and the formation of their lexical skills, as well as the organization of intensive independent work in the classroom in order to master the rules for using specific language units.

With the help of the game, pronunciation is well practiced, lexical and grammatical material is activated, listening and speaking skills are developed.

“The game develops the creative, mental abilities of the child, who must make a decision: how to act, how to say, how to win”.

Role-playing games help to make the process of learning a foreign language interesting and informative. A sense of equality, an atmosphere of enthusiasm

enable the children to overcome shyness, constraint, remove the language barrier, and fatigue.

Thus, role-playing games, reflecting the psychology of children and their natural need for self-expression, are one of the active and effective methods of teaching English.

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