

A PROBLEMATIC APPROACH TO THE USE OF ROLE-PLAYING GAMES IN ENGLISH LESSONS.

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***Annotatsiya:** Rolli o‘yinlar, simulyatsiyalar va muammolarni hal qilish mashqlari kabi mashg‘ulotlar bilan shug‘ullanish talabalarning kommunikativ qobiliyatlarini rivojlantirishda muhim rol o‘ynaydi. Ushbu topshiriqlar ularni o‘quv dasturidan tashqarida o‘ylashga undaydi. Ular talabalardan materialni chuqur tushunishni va o‘z bilimlarini o‘quv muhitidan tashqarida qo‘llash qobiliyatini talab qiladi.*

***Kalit so‘zlar:** rol o‘ynash, muloqot qobiliyatlari, rolli o‘yinlar, rol, syujet.*

***Аннотация:** Участие в таких мероприятиях, как ролевые игры, симуляции и упражнения по решению проблем, играет важную роль в развитии коммуникативных способностей учащихся. Эти задания стимулируют их мыслить за пределами учебного плана. Они требуют от студентов глубокого понимания материала и способности применять свои знания вне учебной среды.*

***Ключевые слова:** ролевые игры, коммуникативные навыки, ролевые игры, сюжетно-ролевая игра. **Annotation:** Engaging in activities such as role-playing games, simulations, and problem-solving exercises are instrumental in fostering students' communicative abilities. These tasks encourage them to think beyond the curriculum. They require students to have a deep understanding of the material and the ability to apply their knowledge outside the learning environment.*

***Keywords:** role-playing, communication skills, role-playing games, role-playing, plot.*

In the modern world, people need to be able to work with information, exchange it, request it, etc., and moreover, they must perform these operations with native speakers of other languages, taking into account the prevailing economic and business relations in the world. Of course, a person who successfully carries out these communications must be proficient in a foreign language at the proper level and be able to find solutions in any situation. The concept of “problem-based learning” became widespread in the 20-30s of the twentieth century both in Soviet and foreign schools. Such training is conducted with an emphasis on the development of students' own activity, which makes it possible to test its effectiveness, since such training is based on the interests of schoolchildren and their life needs and gives much better results than “oral” learning based on memorizing knowledge.”

Problem-based learning, which encompasses the identification of problematic tasks, their organization, categorization, and the process of resolution, has been extensively studied by various scholars, including A.V. This pedagogical approach encourages students to learn through the experience of solving problems. It fosters critical thinking, problem-solving skills, and the ability to apply knowledge in real-world scenarios. It's a dynamic classroom approach that stimulates active learning and enhances students' understanding of complex concepts A.V. Brushlinsky, T.A. Ilyina, E.V. Kovalevskaya, A.M. Matyushkin, M.I. Makhmutov, V. Okon and others. M.I. Makhmutov offers the following definition of the concept of "problem-based learning": "Problem-based learning is a type of development-oriented learning in which students actively and systematically search for information and assimilate existing scientific conclusions.

Teaching methods are developed taking into account the setting of goals and the principle of problemativeness; the process of interaction between the teacher and the student is aimed at forming the worldview of students, their cognitive independence, stable motives for learning and thinking (including creative) abilities in the process of mastering scientific concepts and methods of activity defined by the system of problem situations" [1, p. 267]."

Problem-based teaching in foreign languages is closely linked to concepts such as problem tasks, their creation methods, problem situations, problem dialogues, and problem conversations. These concepts have been explored by scientists like I.P. Gerasimov, G.I. Gontar, I.A. Zimnaya, E.V.Kovalevskaya, T.P. Savitskaya, A.L. Ruzhinsky, and others. From their work, we can infer that the primary objective of problem-based learning is to ‘foster and enhance students’ cognitive and creative abilities through the resolution of problematic tasks’ [2, p.7].

The problem task serves as the fundamental unit in organizing the educational process, promoting the development of students’ creative and exploratory activities - a key objective of contemporary schooling [2, p.3]. When discussing a problem task, it’s important to mention problem situations as well. A.M. Matyushkin points out that a problem situation arises during the execution of a practical or theoretical action when there’s a mismatch between the required and known knowledge or method [3, pp. 170-186]. M.I. Makhmutov defines problem situations as ‘learning situations involving difficulties encountered by a student when they accept a task and attempt to solve it but find their prior knowledge insufficient. These situations trigger active mental activity in the student aimed at overcoming these difficulties, i.e., acquiring new knowledge, skills, and abilities’ [6, p. 267]."

Indeed, based on the discussion, it can be concluded that the implementation of problem-focused role-playing games is a potent instructional strategy aimed at enhancing linguistic abilities. This method not only stimulates active learning but also fosters the development of critical thinking and problem-solving skills, thereby enriching the overall educational experience. Since speech is a kind of process, the goal of which in a foreign language lesson is to form various kinds of speech skills (message and request, information, encouragement of the interlocutor to talk, argumentation, interruption, continuation and completion of speech). According to I.L. Kolesnikova, “a role-playing game is an exercise in which students, taking turns performing various social and psychological roles, master communication within the framework of social contact and in conditions as close as possible to the conditions of real communication, change the value.” In the game, a person realizes his personal

freedom through his imagination, i.e. he can behave as he sees himself in the role of his character [8, p. 224].

As already mentioned, we are interested not just in a game, but in a problem-oriented role-playing game. Can you write it in English and correct the lexical meaning? So, through the prism of problem-based learning, based on the works of researchers such as A.V. Brushlinsky, E.V. Kovalevskaya, A.M. Matyushkin, M.I. Makhmutov, V. Okon, let's try to characterize the role-playing game of problem orientation, where the main mechanism is a problem that gives the role a certain direction of actions and develops the speech skills of students.

Thus, we would attribute the following to the characteristic features of role-playing games of problem orientation:

The obligatory presence in the idea of a role-playing game of a problem situation reflecting real reality (modeling the process of making decisions to get out of a problem situation);

The presence and distribution of roles, each participant in a role-playing game receives a certain assigned role and legend;

The presence of a problem situation and the need to search for ways out of it creates a certain emotional tension, thanks to which the activity of players is ensured;

Preparation of the plot of a role-playing game, here we are talking about improvisation, but in accordance with a given situation, a given background and their own ideas about possible ways to solve the problem. The situation can be complicated, and the script changes in the course of action;

The presence of a common goal for the team (the common goal in a role-playing game of problem orientation, since this is an educational game, is, of course, acquiring new knowledge and practicing skills to make conscious, responsible decisions in the process of joint activity and interpersonal communication);

Collective decision-making by game participants, which they come to during discussion;

Variability of solutions (in a role-playing game player have to make a decision after analyzing several alternatives, possible variants of further development of situations).

Thus, a problem approach in teaching a foreign language using role-playing games of problem orientation is effective and helps to form certain speech skills. Students through role-playing games of a problematic nature overcome the main difficulties in teaching speaking, improve their skills and learn skills in conducting monologues, dialogues, polylogues, skills in requesting and reporting information, encouraging interlocutors to talk, arguing, interrupting and ending conversations. Immersing in a role-playing game involves simple paired readings in which students take on various roles and develop a theme in a lesson or throughout the course.

The student ceases to be someone who is studying English as a second language and instead takes on the guise of a person who constantly uses this language. The rules of theater applied in the classroom are: do not violate the characteristics of the hero; take the role seriously; be convincing. The difference between a role-playing game and theater is that there are no spectators (except for the teacher). Students act for themselves to master some aspects of English that they are studying or have already studied. Immersion in a role-playing game allows students to use English in a real-life setting, as far as possible, without going out into the real world. However, immersion in a role-playing game does not imply that students should not use English outside of class. It just gives students an additional opportunity to practice the language.

The teacher's role in the classroom is to be a guide. He does not teach new concepts during the role-playing game; he does not interrupt the flow of role-playing games to explain vocabulary or grammatical points. This would destroy the atmosphere of action. Instead, the teacher helps students find and understand their roles. He can do this by explaining what kind of role it is, give examples; suggest a movie where such a role is well expressed, or any other means that will contribute to a good role-playing game. Immersion in role-playing games in a foreign language helps students solve problems they may encounter in real life and enjoy the process

of role-playing. It differs from traditional dialogue in that it is not one exercise out of many that are offered during the lesson, it is the whole lesson.

Also, the game does not have to be prepared, but it must be structured. The primary driving force in acquiring foreign languages is curiosity. Interest not only in learning the language but also in the means used in teaching. Immersion in a role-playing game implies both the relevance of the topic and student interest. If a student loves to play football, the teacher should allow him to take on the role of a professional footballer who may be giving an interview to journalists after winning the championship. This is a very effective method because children of primary and secondary school age dream more than anything else.

As long as the topic is relevant, the teacher does not need to worry about maintaining interest among students; the class will do it by itself. Immersion in a role-playing game is a huge task for which the teacher must prepare thoroughly. However, preparing students and their work during class will compensate for the teacher's effort. The first task of a teacher is to assess his students' interests and areas of knowledge where they are able to converse. This can be done in simple conversation or by filling out a questionnaire before starting action. Immersion in a role-playing game is an action that a student should enjoy so that learning takes place more freely and casually, which will allow him to more easily expand his language experience boundaries. Understanding what his students are interested in, the teacher distributes roles based on the structure he chose for the project.

Students accept this role and explore it (whether it's in English or their native languages, at this stage it doesn't matter). This research is conducted among classmates and then checked by the teacher with all class or private interviews with students. The teacher should be prepared to guide students who are having difficulty finding relevant information about their roles. The teacher also needs to provide dictionaries with key phrases for assigned roles. A role-playing game should be an enjoyable pastime, but without knowing which word to use, the project can easily become disappointing. Ideally, immersion in role-playing should be spontaneous, but this type of improvisation can be intimidating for most students. Therefore, until

students get used to the project, the teacher can provide assistance during classes. However, it should not be forgotten that the teacher's presence during role-playing should be minimal.

Regardless of the situation, his role is more akin to that of a facilitator and peacemaker, rather than an instructor. With the inherent interest of students in the role, they take the initiative and try to figure it out on their own. As a result, students will remember what they learned in this project. In addition, they will have a complete understanding of the concept and free use of the dictionary. Role-playing is a technology for activating and accelerating learning. The most common problem in role-playing is that the teacher does not evaluate this action. It's an improvisational procedure. The teacher engages students in the warm-up process and acquaints them with their role, in which they get to know each other in a more trusting manner and take an active part in the topic to better understand it. Understanding how to warm up a class and how to maintain student interest can be compared to the role of a surgeon preparing a patient for surgery.

Many students have an unpleasant experience in role-playing just because the teacher did not prepare the class for this action or did not explain their assigned roles. The teacher, as a producer, should talk to each of the players and tell them everything related to their role, gently involving them in the situation. Another problem during role-playing arises when teachers start playing the role of a psychologist and move away from solving the problem set in the group to study some issues with an emphasis on real personal problems of this individual. Preventing these mistakes is not much more difficult than following the correct procedure from the very beginning, but the main thing is to notice them in time.

The third problem is related to the general tendency - to assume that interpersonal skills are easier than technical ones, although in reality they are much more complex. Therefore, teachers usually think that they can participate in managing role-playing before students really reach a higher level to interact independently. This is similar to how teenagers would say: "Oh, yes I already know this", when they have only acquired superficial knowledge, whether it's driving a car

or solving some household tasks. Sometimes teachers are unable to assess the complexity of the skill they are teaching. It is important to emphasize that managing role-playing is about as difficult as learning how to deliver babies.

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