

# The Role of Games in the Process of Teaching Foreign Languages

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## Abstract

The article touches upon the topic of using the method of role-playing games / simulations in teaching students' foreign language. Particular attention is paid to the question of how this method can be used in universities to encourage students to make the most of a foreign language in class. The author draws attention to the fact that the types of role-playing games can be different depending on the level complexity and language skills of students, and that the correct choice is necessary role-playing game corresponding to the level of knowledge of the group. The article demonstrates that role-playing games which are extremely useful and can help students consolidate their knowledge and to teach them a foreign language for professional purposes. Key words: role-playing game (RPG), activity, topic, simulation, basis, development, communication, expressions, facilitator, error correction, misspelled phrases, curriculum, situation, complex, motivation.

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## INTRODUCTION

In the modern world, there is an increasing interest in learning foreign languages [5]. Foreign languages are in demand as a means of intercultural communication, this is the social order of our modern society [8]. Educational Standard provides for the teaching of a foreign language in non-linguistic higher educational institutions, pursuing the main goal: the development of communicative competence [4]. The introduction of interactive teaching methods for the formation of a competency based approach, which is one of the requirements of the State Educational Standard of Higher Education in Uzbekistan, is very promising to be implemented in the form of conducting classes in the form of business or role-playing games.

## MAIN PART

Role plays / simulations are an extremely valuable method of teaching a foreign language, they encourage thinking and creativity, allow students to develop speech skills and practice using a foreign language in an environment as close as possible to real life. In the article we will consider this technique in detail. The method of role-playing games is associated primarily with the re-creation of frequently recurring situations of intercultural communication, when the proposed roles are recognized and then changed when they are played. In the process of intercultural communication, this method expands the space of imagination, as a result of which the ability to perceive the norms of another language culture develops more effectively. The simulation method is close to this method, when specific situations of intercultural communication are artificially created in order to predict possible variants of the communicant's reaction and the results of communication [3]. The terminology used in articles and books on the role of play and imitation in teaching foreign languages is wide and varied. Here are just some of the terms that are often used interchangeably - "simulation", "games", "role-playing games", "simulation games", "role-playing games-simulations" [18]. However, the simulation is broader concept than a role-playing game. [15], for

example measures, considers simulations complex, lengthy and relatively inflexible, and role-playing games quite simple, short and flexible [15]. Simulations mimic real life systems, while in the role-playing game the participants play characters from real everyday life [18]. Simulations always include an element role-playing game [15]. In this work, the method of role-playing games / simulation will be analyzed using following format: - language theory, - language teaching theory, - method goals, - curriculum Model, - educational activity, - the role of students - the role of the teacher - the role of teaching materials, - game process, - tips for successful role play games. Theory of language Richards and Rogers consider three theoretical view of language: structural, functional rational and interactive. role-playing method games/simulations is interactive. With this point of view, language is seen as a means for the implementation of interpersonal relationships and performing social interactions species [16]. Role playing/simulations contribute to developing effective interpersonal relationships relations and social interactions between their participants. "For simulations to be effectively implemented, participants should take on duties and responsibilities for their roles and functions, and to do their best in the situation in which they are" [13]. For in order to fulfill their role responsibilities, students should use the relative connection to other participants in the simulation is effective new social skills. Simulation technology first appeared in France. Francis Debizer gives the following definition of simulation: "Simulation is applied in relation to language - this is an imitative, invented and enacted reproduction of interpersonal contacts organized around the problematic situation: the study of any case, problem solving, decision making, etc." [6]. Christopher and Smith note that the content language learning during simulation can be given or not given, distinguishing between "convergent" and divergent models. [11]. When using a convergent model is being used, samples of speech simulation behaviors are specified. When a divergent model is used, speech models of the first exchange remain undetermined.

Theory of language learning Scarsella and Crookall conducted a study to show how simulation makes it easier to learn a foreign language. They believe that students acquire a language in the following cases: 1) when they receive a large amount of new material available, 2) when they take an active part in the learning process, and 3) when they receive positive emotions and favorable relations in the student team [18]. Method goals Cummings and Genzel argue that the first step in preparing a role play is deciding on its criteria. They give, for example, a general goal: "I want my students to feel at ease and confident in restaurants or more at ease in business situations such as contract negotiations" and name specific goals: "I want so that my students know how to place orders in fast food restaurants, separating them from these general goals [12]. Curriculum Model The curriculum model can be a combination of "procedure" and "process". At the beginning of the situation simulation, the student's own activity is critical to learning, but the tasks must be chosen by the teacher, thus Skehan talks about the procedure of the learning process [20]. For example, at the beginning of a game, such as the famous people game described by Ladousse, students can be put into a simple role-play situation [15]. In this simple guessing game, the student takes on the role of a well-known person. The students in the group ask this student questions to guess the name of the person the student represents. The games that follow this simple RPG include more challenges. Simulation of game situations that occurs over several periods of learning allows students to control the nature of interactions [20]. This can be done, for example, through a "project competition" [15]. In this role play, students simulate situations that are directly related to them. They decide what situation to role-play, what question to choose as part of the activity to study, how to define the roles of participants, etc. Learning activities. The method of simulation, role-playing (especially when a convergent model is used) meets the following four criteria of Skehan: for task-based learning, meaning is primary; there is a goal in the direction towards which you need to move; activities are evaluated when specific results are achieved; there are real relationships. Activity in the classroom therefore does not focus on the language itself, but focuses on goals and actions that can be defined by the teacher or students [20]. Sadow gives an interesting example of the activity of students and teachers in a simple role-playing game [17]. The teacher tells a group of students that they are aliens making first contact with terrestrial objects such as toothbrushes, watches, light bulbs and keys.

Without referring to human civilization, participants must draw conclusions about the functions of these objects. This role play or similar creative activities will encourage students to use their imagination and engage in a process of reflection and communication in a foreign language. In more complex role-plays, the teacher's activities may be more detailed and the students' activities may be more specific. The teacher can, for example, bring handouts or have students read the Case Study, give a clear definition of the role play situation, hand out cards that describe the role the student is to play. Such situation modeling can be applied to language teaching in many areas such as technical English, English for business and industry, English for tourism, service and international relations. Moreover, role-playing/simulation should be included in the professional training programs for teachers of foreign languages. The role of students Traditionally, learner roles have been specifically defined using the role-playing, simulation, either through verbal directions or using role-playing output cards. Nevertheless, Kaplan speaks against role-playing games that focus solely on given themes using specific areas of vocabulary, due to the fact that such games do not promote spontaneous movement conversation [14]. Possibly the best model for the student role when using the role-playing / simulation method, this is the so-called "tapestry approach" [19]. Students according to this approach should be active and control the process of their learning. Students must help teachers to select topics and tasks and provide teachers with detailed information about course of study. In a role play/simulation it is can be achieved through the "project competition" mentioned above, or similar divergent simulations. Students get some new features in role play/simulation such features, to which they may not be accustomed [10]. Burns and Gentry recommend teachers understand the level of knowledge that students have and pay close attention the introduction of empirical exercises to encourage the activities of students. This advice seems even more relevant to students, who are accustomed to the dominant role of the teacher in the classroom, and who may have gaps in knowledge that makes use of role-playing method is complex and problematic. The role of the teacher The teacher defines the overall structure role-playing game, but, as a rule, does not accept her active participation after the structure games defined. According to Jones, "the teacher becomes the traffic controller and controls the game in the same way that the traffic controller traffic, helping transport flow to avoid bottlenecks, but not specifically in which direction to move" [13]. This is consistent with Scarsell's views. The teacher's traditional central role in the classroom is relegated to the background, and students are free to interact with each other based on spontaneous cognitive impulses. This reduces the level of student anxiety and facilitates the learning process [19]. The teacher should take on some additional role-playing responsibilities. game / simulation. In particular, it should keep students motivated by stimulating them curiosity and choosing such material for learning that supports the irresistible desire to learn and learn new things [10]. The role of teaching materials Because simulations are real life scenarios, teaching materials should simulate what might be used in a real situation. Role-playing in the alien games mentioned above, toothbrushes, watches, light bulbs and keys can be studied by "aliens from other civilizations". An even more striking example of a simulation that resembles real life and using real life materials, offers Kaplan, who claims to be able to handle unpredictability and build confidence in one can not only at the expense of individual exercises, but through the use of role-playing games on a real basis [14]. For achievement To this end, she describes a simulation called "A game of hosting foreign guests", intended for students learning French as a foreign language before sending to work in a French-speaking country. Role-playing the game centers around the smorgasbord at a dinner for native French speakers in Washington. Students plan and conduct lunch, talking in French during lunch, and also meet with the guests after summarizing the game. Written self-assessment and evaluation of each other's activities were very favorable, the students wrote that this activity contributed to the development confidence in oral communication French. One of the problems associated with educational materials is what Skehan calls "conspiracy of uniformity" that the publishers created [20]. Role-playing game "Competition of projects", mentioned above is one of the ways avoid this problem by adapting the material to the needs of individual learners. Simulations developed by students on their own can be used in the future both in their own group and in classes with other groups. Game process The role-play process described here uses the

Ladousse [15] format applied in "Playing on an Island", a simulation described by Kru- callas [18]. Ladousse considers process as one of 11 factors in role-playing games [15]. These factors are: level, time, goal, language, organization, preparation, warm-up, process, follow-up analysis, analysis and comments, variability. Various role-playing exercises described in terms of these factors.

## **CONCLUSION**

Role plays can be used in any part of the curriculum. They are a very valuable tool for making learning memorable by encouraging cooperation and empathy. Role play allows students to hear and use a foreign language in a meaningful context so that they can use it actively in the future. The role play demonstrates how to use the language in real life with an emphasis on communication. The game method is great for creating opportunities for beginners and those who continue to learn a foreign language to communicate with other people. A benevolent atmosphere of educational cooperation and mutual assistance maintains a high level of self-regulation of students' interactive activities, subordinates the internal motives of each of them to the interests and needs that arise from the tasks of collective educational activity. In the context of the introduction of information technologies into the educational process, the use of game methods based on information and communication technologies opens up great opportunities for developing a culture of communication between students through immersion in conditional situations in which their professional personality is formed. In order to train specialists of different levels who will be competitive in the labor market, the university needs to constantly update the teaching methods used, expanding their range. It is the optimal combination of different teaching methods that makes it possible to make the course the most effective and obtain high results upon its completion.

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