



HOW TO USE ROLE-PLAY AND SIMULATIONS DURING ENGLISH CLASSES

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Abstract:

This article discusses the differences between simulations and role-play and their advantages and disadvantages. This article is about role-play and how to describe it during students' English classes. Effective teaching of English to students. If you are thinking about role playing, would like some help and advice or would like to talk to use about booking our corporate Role play actors.

Keywords:

Role-play, body language, emotions, voice, be natural, simulations, game, actors, acting, miming, dramatic activities, examples of warming activities.

Role-play is any speaking activity when you either put yourself into yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! Role-play is a structured set of circumstances that mirror real life and in which the participant acts as instructed. The participant is asked to play the part of someone else. Imaginary people – the joy of role-play is that students can “become” anyone they like for a short time! The President, the Queen, a millionaire, a pop star the choice is endless! Students can also take on the opinions of someone else. ‘For and Against’ debates can be used and the class can be split into those who are expressing views in favor and those who are against the theme. Imaginary situations-Functional language for a multitude of scenarios can be activated and practiced through role-play. Role play, including acting out scenarios to problem solve, story making through dramatic play and practice in coping with real life situations will support children's social-emotional growth and development. Role play will give students the skills to handle problematic social interactions, such as bullying, which may happen as they progress through life. Role play is a learning tool where two or more people act out scenarios. One or more person will play the role of a specific character and the others will simply play themselves and interact with characters.

Role play allows those involved to interact and brings a different dimension to the learning experience. This is because it's not just all talk about theory but actually gives those involved a chance to test their skills against some of the challenges that they will face back in the real world. Why role play important? In most cases people like to play. Although it should bring out a serious message and key learning points, it can also be fun. The reason why it sometimes isn't is that not all people like to act out roles. In recent years, language teaching has focused on the learning process rather than the teaching of the language. The emphasis is not only on the linguistic competence of the language learner but also on the development of the communicative ability of the learner. Learners need to learn how to use the target language in “real-life” situations and not the “artificial” situation of the classroom where often drills and structured dialogues are taught.

Role-play is often included within simulation. This allows for extended interaction between the students. These two activities help to recreate the language used in different situations. This is the type of language the students are most likely to use outside the classroom. The main benefit is that it enables a flow of language to be produced that might otherwise be difficult to produce or create. The benefits of using role play are:

- In most cases people like to play. Although it should bring out a serious message and key learning points, it can also be fun. The reason why it sometimes isn't is that not all people like to act out roles. By using an actor, they only have to be themselves.
- Role play encourages critical thinking. Because it's live, they have to think on the spot.
- It gives you the ability to provide feedback against something realistic rather than wait until serious mistakes are made in the real world.
- When used in small groups, it allows delegates to share ideas by providing feedback to each other.

There is a difference between simulations (where students act out real-life situations, for example the student check in at "the airport", but students do play themselves) and role plays where students take on different characters. In a role play, for example, one student may be asked to take on the role of "an angry landowner" in a role play which is concerned with discussing the possible construction of a new road. Another may be asked to play the role of the "road company representative". Role play will thus require more "imagination" on the part of the student to be able to get "into" the role.

Advantages of using role-play and simulation: for role-play and simulation to be successful, 100% participation from the students should take place. The discussion requires a great deal of mental activity as each student tries to express himself to show his understanding and to relate what is being said with his own opinions. Thus opportunities to generate language use arise. This is one of the main concerns of language teaching. The problems of discipline and motivation can also be reduced. Learning is active and not passive when role-play and simulation are used. They require mental and physical activity e.g. gesturing to put forward a point. The students have to concentrate in order to participate effectively. This would leave little room for playing tricks or getting into mischief. In fact such negative behavior can be diverted into the role-play and simulation activities, which ironically can make the simulation more interesting. Since the situations in these activities are often related to real life, the students will see the relevance and they may be more motivated to participate and to use the target language. Hence, relevance would increase the motivation to learn, which in turn will increase student involvement, thus reducing discipline problems which often arise from boredom and lack of motivation.

Disadvantages of using Role-play and simulation.

Some students have fixed ideas as to what a good teacher is. They expect a rigid, fixed procedure in her teaching. They are used to being passive and expect teaching to be teacher-centered. Attitudes like these have to be changed. Before this can be done the teacher's attitudes have to be changed too. Role-play and simulation take a lot of time especially if they include preparation and follow-up work. It also depends on the ability of the class to perform the tasks. The teacher thus has to know the class well so as to assign the students activities to suit their abilities. Time constraints are especially felt in examination classes which have a set syllabus to follow and to complete. The lack of space and the large number of students can make the organization of the activities difficult. Noise level will also be high especially, if the size of the classroom is small thus making concentration difficult. Monitoring of the different groups may also be a problem. The teacher thus has to adapt and improvise accordingly, for instance looking for an alternative place or even carrying out the activity outdoors. Body language is just as important as spoken language, so in their role plays try and let the students get into the role. Of course, one does not have to be an

expert at acting but it is important for them to get a feel of the flow of the conversation. Using body language effectively will allow them to become a lot more in tune with the language they are using. When it comes to role plays, it is all about the creative use of language.

Conclusion discussion

Like any inquiry-based exercise, role-playing needs to be followed by a debriefing for the students to define what they have learned and to reinforce it. This can be handled in reflective essays, or a concluding paragraph at the end of an individual written assignment, or in a class discussion. The instructor can take this opportunity to ask the students if they learned the lessons defined before the role-playing began. Generally, grades are given for written projects associated with the role-play, but presentations and even involvement in interactive exercises can be graded special considerations for grading in role-playing exercises include:

- Playing in-character
- Working to further the character's goals
- Making statements that reflect the character's perspective
- In an interactive exercise, being constructive and courteous
- For many assignments, being able to step back and look at the character's situation and statements from the student's own perspective or from another character's perspective.

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