

DEVELOPING PUPILS ENTHUSIASM TO ENGLISH LANGUAGE THROUGH THE ROLE PLAYING

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Annotation: The purpose of this article is to study the motivation of students to learn English using a role-playing game. Role-playing is an effective method of revitalizing teaching and increasing the interest of students in a foreign language who are learning this language in a very impressive way. This study focuses on how to successfully increase the level of students' conversational speech. To do this, teachers should choose a real and relevant topic, and vocabulary should depend on this topic. Teachers should create a comfortable atmosphere so that students do not get nervous and do not feel pressure.

Keywords: Role-play, context, video-taping, function of language, teaching atmosphere, practice, skills, the assessment, preparation, interview

Everyone knows that role-playing games are not an effective way to improve students' oral speech skills, but few people think that role-playing games are an effective method of reviving the teaching atmosphere. Increase student interest and make the language impressive. For centuries, people have been concerned that the function of language does not follow from the forms of language, but only recently have they come to realize its mandatory contexts. The contexts may be different, however, the forms of contexts still have some regular patterns to follow. D.A. Wilkins states that "when organizing the practice of role-playing games, the teacher should provide students with a context and several roles for preparation and subsequent performance in the classroom. The presentation can be developed by several groups, when one speaks, other students discuss its advantages and disadvantages, and then the discussion itself is also a kind of practice. Wilkins' research can also improve students' conversational skills, students can solve the problem of their game topic, and they pay attention to their speech, grammar training, because after the speech, other students give feedback. Observations. Research shows that the purpose of a role-playing game that applies usage in communication requires, generally speaking, the flexibility of the participants' words. Improving conversational skills role-playing is very important because, firstly, you have to play the role for real, and secondly, you have to speak English as a native speaker. Of course, there are other important features of role-playing games, such as improving the conversational skills of students in a large classroom, and this study also examines the assessment of students by teachers to further develop their conversational skills. The results of the group interview show the advantages and disadvantages of students' academic performance when performing role-playing games in groups within the classroom, and this helps students overcome inhibition when it comes to performing in front of others. By observing the class, the teacher determines the students' ability to adapt to situational factors, as well as assesses their fluency and accurate use of the language by recording their speeches. Mentors believe that "the concept of a role acts as a brief way of identifying and labeling a set of appearances and behaviors, based on the assumption that these appearances and behaviors are characteristic of a particular person and predictable in a given situation. The earliest ideas focused on the idea that students should speak their native language to convey a message, and then gradually use other methods, such as reading and writing, to communicate with others. Similarly, when a person sets a goal to master a second language,

the conversational method is very effective for mastering it. Recently, there has been a new interpretation of the idea that other methods are given more attention when mastering a second language, and for this reason it is difficult for students to speak and be sociable in the language being studied. According to Qing, "Role-playing is defined as a projection in real-life situations of social activity," says Mentis. "In a role-playing game, each player acts as part of the social environment of others and provides a framework in which they can test their repertoire of behaviors and learn interacting behaviors from the group." In this study, when students were offered a role-playing situation, they had to come up with a suitable language that could be used to express their views and thoughts in the process of communication. It also helped them gain confidence in their conversational skills and fluency in oral speech. My idea is that public speaking requires more practice and endurance, and students should play an effective role. Studies show that a similarly set situation helped students adapt to the mood and vocal expression of a given situation, which they could then perform. I think role-playing games require clear language and pronunciation, emotions, environment, self-expression and body language. We can't imagine a role-playing game without these items. Another thing is that when teachers give them selected topics, they pick up words and phrases themselves, which helps them find the right words. This situation helps them expand their vocabulary. Woodhouse suggested "how role-playing can be used as a useful method of personal development through case studies of health strategy with a group of nursing students and how video recordings helped constructively observe the gradual progress of individuals." Woodhouse's case study was aimed at seeing personal development in the behavior of individuals by videotaping a speech, while others prefer to emphasize the idea of the effectiveness of using role-playing games to improve students' communication with the atmosphere around them and influence their social life, which shows that their thoughts are important to their acquaintances. The purpose of role-playing games is to develop students' conversational skills that they feel and perform in their role as a native English speaker. At first, the communicative method was rejected, but now it again occupies a leading position along with the traditional grammatical and translation method. Most teachers at modern universities prefer these two methods, and they are often used in combination. The direct method in higher education is extremely rare, partly due to the lack of real native speakers among teachers, and partly due to the fact that the level of training of students after school is too low. Purely audiovisual and audio language methods are not used at all, but many teachers of universities and institutes from time to time conduct classes based on such methods. This allows you to diversify the general education program and interest students.

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