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THE IMPORTANCE OF IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ROLE PLAYING GAMES

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ABOUT ARTICLE

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Abstract: This article aims to highlight the methods of developing students' speaking skills through role-playing games. Role-playing games are considered an effective and innovative method for developing speaking skills in English lessons. By using role-playing games in practical exercises, teachers create the necessary opportunities for students to feel free and use the language in practice. Implementing such games into the learning process make students develop language skills and use the language in real communication. By involving language learners in role-playing games, teachers create great opportunities for students to feel free and use the language in practice. The article provides information about the importance of role-playing games in language teaching and their effective results.

Introduction. In the field of English language teaching (ELT), the development of learners' communicative competence, encompassing oral and written communication skills, interactional abilities, and linguistic knowledge, remains a central objective. Among these components, speaking is widely regarded as one of the most fundamental human skills. Despite its routine use in everyday life, the cognitive and linguistic processes underlying speaking are complex and often underexamined in instructional contexts.

However, learners frequently encounter significant challenges in developing speaking proficiency in a foreign language. One of the primary difficulties arises from first language (L1) interference, which can hinder accurate and fluent use of the target language. In addition, a lack of motivation to practice the second language in authentic, everyday situations further constrains learners' progress. Affective factors also play a critical role: many students experience anxiety, shyness, or fear of making mistakes, which reduces their willingness to participate in communicative activities.

Moreover, the effectiveness of speaking skill development is influenced by multiple pedagogical variables, including learners' interests, the relevance and quality of instructional materials, the use of appropriate teaching media, and the selection of effective teaching techniques. These factors collectively shape the learning environment and can either facilitate or impede oral language development.

To address these challenges, a range of strategies can be employed to enhance students' speaking abilities. These include increasing opportunities for meaningful communication, fostering a supportive and low-anxiety classroom atmosphere, integrating engaging and contextually appropriate materials, and applying interactive teaching methods that encourage active student participation. The appropriate method used by the English teacher also supports their interest in practising their speaking [1].

One of the effective methods of forming communicative competence in teaching process is role-playing games. Role-playing games provide students with the opportunity to effectively use the language in real-life situations. This method also helps to develop creativity, memory, interest in the language and social communication in language teaching. It should be noted that role-playing games are one of the most widely used forms of interactive training and are games based on the performance of certain role-playing functions and actions by students related to decision-making. Role-playing games are an effective and engaging strategy in teaching English as a foreign language. By simulating real-life situations, these funny games support language learners improve communication skills, expand vocabulary, and improve grammar usage in a natural context. These activities also enhance creative thinking, problem-solving, and social interaction. Furthermore, role playing games increase student motivation and participation by making learning enjoyable. Role-playing games are fun activities that allow students to behave as other people in different situations. This method helps students apply the language they are learning in a practical way, and also develops their communication skills. This article explores the benefits of using role playing games in English language teaching and provides practical

role-playing activities that can be implemented in classrooms to enhance students' language proficiency.

Materials and methods. When teaching young learners, we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

Young learners are like sponges, they take up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above- mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

Role-playing games are important in developing speaking skills in English language classes. A number of scholars have expressed their opinions on the positive results of this method. Below we will analyze the theoretical views of scholars on the useful aspects of language teaching using role-playing games.

According to J. Richards, role-playing games allow language learners to practice communicating in controlled situations and help them reduce the problems and discomfort they experience when communicating in a foreign language[2].

D. Larsen-Freeman discusses various methods of teaching a foreign language in her book "Techniques and Principles in Language Teaching". She especially emphasizes the communicative teaching method and the importance of role-playing games. According to D. Larsen-Freeman, role-playing games are one of the most effective methods of language teaching, as they allow students to practically use the language, which in turn helps to form oral competence [3].

G. Ladousse considers role-playing games to be effective in using communication techniques, developing free speech, enhancing classroom interaction, and increasing motivation. During the activity, peer learning is encouraged, and responsibilities are divided between the teacher and the student. Role-playing games develop oral speech, especially for

shy students, creating freedom in communication. In addition, the game element encourages students to actively participate. Ladousse identifies the following factors for role-playing games: level, time, goal, language, organization, preparation, warm-up, process, follow-up, comments, and variations. These factors serve as a methodological basis for the effective organization of role-playing games.[4]

H. Brown has analyzed in detail the psychological and methodological foundations of the process of teaching English. He pays special attention to the features of communicative methods, in particular, role-playing games and interactive activities in the study of oral speech. According to his viewpoints role-playing games create an opportunity for students to use new lexical and grammatical structures in a real and practical context. These kind of games help students to increase their self-confidence, use the language vividly, and adapt to real communication situations. [5]

The study conducted by M. Rojas and J. Vilafuerte analyzed the role-playing technique as an additional method used to develop oral communication in English. This study examined the origins, definition, practical contribution and supporting methods of role-playing. The results showed that the role-playing technique contains dramatic approaches and this method develops communicative skills by allowing students to communicate in a foreign language in a social environment.[6]

P. Richard-Amato, who has conducted many studies on the methodology of teaching English, describes that role-playing games are an effective tool for engaging students in interactive teaching methods. Students not only learn language through role-playing games, but also have the opportunity to apply it in practice [7]. Role-playing involves participants imitating behaviors that correspond to the role they assume. Properly organized role-playing games are also an effective tool for developing decision-making skills. The real game is based on the case method, which consists in studying and analyzing real situations with the suggestion of possible solutions to a problem situation.

The implementation of role-playing role-playing game techniques and situations in the lesson form of classes occurs in the following main directions:

- the didactic goal is set for students in the form of a role-playing game task;
- educational activity is subject to the rules of the role-playing game;
- educational material is used as its means, an element of competition is introduced into educational activity, which transfers the didactic task into a role-playing game task;
- successful completion of the didactic task is associated with the role-playing game result.

When using role-playing game technologies in lessons, the following conditions must be met [8]:

1) compliance of the role-playing game with the educational and training goals of the lesson;

2) accessibility for students of a given age;

3) moderation in the use of games in lessons.

The following types of lessons using game technologies can be distinguished:

1) role-playing games in the lesson;

2) game organization of the educational process using game tasks (lesson - competition, lesson - contest, lesson - trip);

3) game-based organization of the educational process using tasks that are usually offered in a traditional lesson;

4) use of a game at a certain stage of the lesson (beginning, middle, end; familiarization with new material, consolidation of knowledge, skills, abilities, repetition and systematization of what has been studied);

5) various types of extracurricular activities (excursions, evenings, olympiads, etc.), which can be held between students of different classes of the same parallel.

The article discusses theoretical views on the system of organizing English classes through role-playing games. It is described that teaching a language through role-playing games, which is one of the interactive methods of organizing a lesson and teaching students in the lesson process, leads to good results in the formation of students' oral speech competence. Approaches to assigning tasks to students taking into account their level of knowledge, choosing roles, and thereby increasing the effectiveness of the lesson are studied.

Results and discussion. One of the most effective forms of enhancing students' creative activity and encouraging them to effectively use the language being studied in different situations is role-playing games, the essence of which is that before working with students, the teacher determines roles for different situations and assigns several roles to students. During the lesson, students express their opinions through the role assigned to them and participate in lively communication. At the end of the session, the teacher and students summarize the results, and the students receive information about how to eliminate the shortcomings. Role-playing games give students the opportunity to use the language not only grammatically correct, but also in accordance with the context, and through this they form oral speech competencies in English. From this perspective, role-playing games are of great importance in the development of oral speech in English.

There are several effective ways for forming oral speech competence using role-playing games. Below we will dwell on some of these effective methods.

For role-playing games, the teacher should choose roles for students that are appropriate for the situations and context. In order to allow students to use the language in real-life situations, it is necessary to create different situations and contexts in the lesson. For example:

“Ordering meal in a restaurant”. Students perform tasks such as ordering and serving in a restaurant.

“Making interviews”: Students interview each other, which allows students to ask questions, understand the answers, and clearly express their thoughts. You can also organize role-playing games for students on topics such as “Making a conversation with a librarian to choose a book”, “At the hospital”, etc.

Each role-playing game selected by the teacher should be based on a grammatical or lexical topic. For example, students should use only certain grammatical forms or words (for example, the conditional tense of the verb, word combinations, words and phrases).

Organizing role-playing games in a team style encourages students to communicate with each other. Through discussions, debates, or assessments, students can further refine their speech. For example, role-playing games can be held on topics such as “How to solve problems in real life?” At the end of the role-playing games, students can evaluate their own and their classmates' speech. This process helps to increase the student's self-confidence in learning the language. It also helps students to understand their weaknesses.

The use of technology in classes, such as video and audio recordings, allows students to analyze their own speech. This helps students listen to their own speech, clarify and make changes. It is worth noting that games allow them to go beyond the traditional lesson in both a foreign language and other subjects. This form of organizing the educational process expands the capabilities of both teachers and students and encourages them to communicate and dialogue in English in their group. These methods give each student the opportunity to get acquainted with a real situation in a foreign language and participate in this situation without leaving the school environment.

Role-playing games have the following advantages over traditional forms of English lessons in secondary schools:

1) in role-playing, language learners achieve a higher level of communication than in the traditional language learning process, since role-playing involves the performance of specific

actions, such as discussing a project, participating in a conference, communicating with colleagues;

2) role-playing is a collective activity that involves the active participation of the entire group and each of its members individually;

3) performing various tasks leads to a specific result, as a result of which students feel a sense of satisfaction from joint actions and a desire to set and solve new tasks.

The use of role-playing games in the process of teaching English in secondary school can only be achieved by modeling natural communication in the language being studied, in which the principle of educational education is implemented. The success of role-playing depends on the accurate modeling of the content plan and the expression plan. At the preparatory stage, students must master the skills of linguistic design of communicative goals necessary for the implementation of the communicative goal.

In the process of direct preparation for the role-playing game, the teacher is engaged in processing the material received from the students, determines the type of game, the composition of the participants, the goals of each participant in the project, plans possible paths, predicts problem situations that may arise in achieving the goals, solving the tasks.

Thus, the use of interactive methods in the process of teaching English to schoolchildren is very important, as it ensures the formation of communicative competence. In addition to knowing the English language, students have the opportunity to develop their personality, develop the skills necessary for future professional activities and communication with other people in everyday life.

Conclusion. Role-playing games are considered an effective and innovative method for developing oral competence in English lessons. According to various scholars, this method activates language learners, improves their communication skills, and makes the language learning process more interesting. By using role-playing games in lessons, teachers create an excellent opportunity for students to feel free and use the language in practice. Role-playing games also allow students to use the language in live communication, develop social and emotional skills, and apply grammar and vocabulary in practice. By integrating such games into the learning process, students not only learn the language, but also develop the ability to use the language in free and effective communication. In conclusion, it is worth saying that in order to successfully organize role-playing games, it is necessary to develop the right situations, roles, methods, and assessment systems. Improving role-playing games in accordance with the changing needs of students will help achieve more effective results in teaching English..

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