

PROS AND CONS OF USING ROLE PLAY AT THE ENGLISH LANGUAGE CLASSES.**Nigora Mufti-Zade***Tashkent region Law School**Teacher of English for lawyers**+99899-816-02-46**lionaug@ mail.ru*

Abstract: From the beginning of the life on the Earth even every tiny creature tries to set communication between each other. What we understand under the word “communication”? The act of passing information from one location, person or a group to another is referred to as communication.

Key words: *advantages, detriment, role, role playing, teaching, conversation, dialogue, monolog, guidelines*

INTRODUCTION

This work provides whether using role play activities is effective at the English language classes. First of all we will have to find some information about above mentioned activity, it's a type of experiential learning according to Russell and Shepherd (2010). In a scripted play, students assume assigned roles and perform those roles. The role play can be performed one-on-one (individual role play) or as a group role play in which each participant assumes a role or character.

As Ian Glover explains the method in his article “**Role-play: An Approach to Teaching and Learning**” it is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the ‘opposite’ point of view.

METHODOLOGY**How does it work?**

Language skills developers such as useful activities or exercises supports students to learn so if they do it independently or in a team. But role playing sometimes demands team work or individual performance. We can divide it into 2 categories: first one can be a dialogue or a conversation between two or more people. Second one is a monolog that demands only one person's action. The second is more challenging as an

actor should rely upon himself. In both types participants should have an attitude to the role that is allotted him or her with responsibility and anxiety.

To support students in role playing there are some guidelines in Developing Role Playing Exercises can be helpful in planning role playing exercise. Harbour and Connick (2005) offer the following:

- If you plan to use role playing as a graded exercise, introduce small, non-graded role plays during the semester to help students prepare for a larger role play which will be assessed.

- Determine how the role play will be assessed: will observers be given an assessment rubric? Will observers' remarks and scores be shared with the role players? Will the observers' scores be included with the instructor's scores? Will the role players be given the opportunity to revise and present the role play again? Will observers be taught how to properly assess the performance (include meaningful feedback that is not purely judgmental but rather justify all remarks that are practical and unbiased)?

- Instruct students that the purpose of the role play is to communicate a message about the topic and not focus as much on the actual person acting the role.

- Tie role plays to learning objectives so students see their relevance to course content.

- Allow time for students to practice the role play, even if it is spontaneous, so they will be able to think deeply about the role and present it in a meaningful way.

- Reduce large chunks of content into smaller sections which can be more effectively presented as a role play.

- When assigning a role play, explain its purpose and answer questions so students are able to properly prepare the exercise. Provide guidelines about content to include: general presentation behavior (eye contact, gestures, voice projection); use of props; and specific language to be used (content-related vocabulary) and language not to be used (profanity, slang).

- Challenge all students equally when assigning role plays so everyone will be assessed on equal ground.

Of course at the beginning probably it maybe the difficult task to cope with but then you and your students will be happy to use this method.

As we remember from school years, teachers used different methods to educate foreign language to students. English teachers tried to provide their classes with role playing in order to improve speaking skills and break language barrier and through that way to assess students' knowledge during the classes.

DISCUSSION

PROS AND CONS

This training method can have benefits and also detriments. Teacher may simulate a situation between two students in which everyone has own part of acting.

So let's look through the pros of this training.

Pros: Specific features of role playing is that students learn key vocabulary of the lesson and use new words and phrases while they learn dialogs or monologs. The main aim of role playing at the English classes is helping students to obtain speaking skills. For instance, learning short or medium size dialogs that are learned by 2 or more students can help to improve speaking, as each participant of the conversation implies his or her part of the dialogue. This means that they understand each other's speech without translation. Furthermore it can help to get ready for the real situation in life. During the role play training teacher can observe the process of learning and the progress or weak points of students and work with individuals on their certain mistakes or weaknesses.

Cons: Not everyone may feel comfortable to perform in front of the auditory because of their shy and lack of self-confidence in language proficiency. And this is might make barrier between the staff. Some might not take it seriously thinking that it is just like playing games. Others find the theatrics of role playing overwhelming, and the opportunity to learn is sacrificed in favor of turning the session into pure entertainment.

CONCLUSION

Teaching process is not easy as it seems. Especially teaching through the role playing which requires patience and a lot of effort both teacher and a student.

LITERATURE:

1. Ian Glover explains the method in his article “**Role-play: An Approach to Teaching and Learning**”
2. Guidelines in Developing Role Playing Exercises can be helpful in planning role playing exercise. Harbour and Connick (2005)
3. Advantages & Disadvantages for Using Role Play As a Training Method by Simon Fuller Published on 20 Oct 2018