THE ADVANTAGES OF ROLE PLAYING AND COMMUNICATIVE LANGUAGE STRATEGIES

Abdulazizova Sevara Ganiyevna
Andizhan state university, Uzbekistan
+998934427780; sevaraabdulazizova80@gmail.ru
Kuchkarova Gavharoy Abdullayevna
Andizhan state university, Uzbekistan
+998909943691;kuchkarovagavxar1989@gmail.com

Communicative language strategies are skills which learners need in order to maximize effective communication when they are not so accurate in their use of language.

In teaching English, the teacher has to be able to make the students participate in discussing the materials actively, so that they will be able to understand what they are learning in the class and also express their own ideas orally. The most important thing to carry out the English teaching is that the teacher has to be able to use the appropriate approach, design, and procedures. One of the ways in improving students' speaking skill is by giving role play as a form of English learning activity in the classroom. Role play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goal.

Speaking competence plays a necessary role in learning and understanding any language. The term of speaking has several meanings. Widdowson says that speaking has two meanings. First, it refers to the manner in which language is manifested. Second, it refers to the manner in which language is realized as communication. The meaning of competence is "the speaker hearer's knowledge of his language". It is seen as overall underlying linguistic knowledge and ability thus includes concepts of appropriateness and acceptability.

The target or the goal of language teaching is that the students become communicatively competence in target language as capability of using language well. Richard and Roger state [1] that Communicative Language Teaching (CLT) is an approach that aims to create communicative competence and develop procedure for the teaching of the four language skills (listening, speaking, reading and writing) that acknowledge the interdependence of language and communicative activities.

To develop communicative competence, the teacher is suggested to use CTL. CLT is used to create communicative competence as the object to use and to develop some procedures for teaching four basic skills (listening, speaking, reading and writing) function as the foundation to master English. The students are engaged to use the language they learnt through communicative activities

One of the four language skills being existed in English language teaching is speaking. Therefore, speaking component has the same importance as the other language skills such as listening, reading and writing.

Role play is a speaking activity where learners participate either as themselves or as somebody else in a specific situation. In this way they can act in various interaction patterns.

Role play includes "all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context."

Role play is an example of "learning by doing" The word role indicates that the students must actively apply knowledge, skill, and understanding to successfully speak and act from different, assigned perspective. The term play indicates that the students use their imaginations and have fun, acting out their parts in non-threatening environment.

_____

The use of role play as teaching technique improved the students' speaking competence. The improvement in their speaking competence is quite significant. It was reflected from the students' attitude inside the class during the English teaching learning process.

Role-play is especially helpful in teaching writing. According to Scarcella and Crookall, it facilitates writing in the following three ways. [2]

First, it provides students with situations in which writing occurs naturally. In a traditional writing class, the students are always required to write in vacuum about the given topic. The process is dull and painstaking. Role-play can change this situation and offer the students chances to write about interesting, relevant and motivating experiences. For example, the teacher can ask the students to play the role as an unsatisfied customer and write a letter to complain to the company about the product he/she purchased.

The students can discuss in groups about the content and format of the letter, and the teacher can choose to give them instruction or writing samples either before or after their writing.

Second, role-play, like all simulation activities, can help students overcome writer's block by producing a "high degree of student involvement rarely found in ESL writing activities".

Third, it can be particularly helpful in the brainstorming and revising stages of the writing process. "It provides students with opportunities to see their ideas in action and to observe the consequences of their ideas and the alternatives".

Role-playing takes place between two or more people, who act out roles to explore a particular scenario.

It's most useful to help you or your team prepare for unfamiliar or difficult situations. For example, you can use it to practice sales meetings, interviews, **presentations** , or emotionally difficult conversations, such as when you're **resolving conflict** .

By acting scenarios like these out, you can explore how other people are likely to respond to different approaches; and you can get a feel for approaches that are likely to work, and for those that might be counter-productive. You can also get a sense of what other people are likely to be thinking and feeling in the situation.

Also, by preparing for a situation using role-play, you build up experience and self-confidence with handling the situation in real life, and you can develop quick and instinctively correct reactions to situations. This means that you'll react effectively as situations evolve, rather than making mistakes or becoming overwhelmed by events.

You can also use role-play to spark brainstorming sessions, to improve communication between team members, and to see problems or situations from different perspectives. It is easy to set up and run a role-playing session. It will help to follow the five steps below.

Step 1: Identify the Situation

To start the process, gather people together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This will help people to start thinking about the problem before the role-play begins.

If you're in a group and people are unfamiliar with each other, consider doing some **icebreaker** exercises beforehand.

Step 2: Add Details

Next, set up a scenario in enough detail for it to feel "real." Make sure that everyone is clear about the problem that you're trying to work through, and that they know what you want to achieve by the end of the session.

Step 3: Assign Roles

Once you've set the scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens (for example, salespeople).

Others will represent people who are supportive or hostile, depending on the scenario (for example, an angry client). Once you've identified these roles, allocate them to the people involved in your exercise; they should use their imagination to put themselves inside the minds of the people that they're representing.

This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation

Step 4: Act Out the Scenario

Each person can then assume their role, and act out the situation, trying different approaches where necessary.

It can be useful if the scenarios build up in intensity. For instance, if the aim of your role-play is to practice a sales meeting, the person playing the role of the potential client could start as an ideal client, and, through a series of scenarios, could become increasingly hostile and difficult. You could then test and practice different approaches for handling situations, so that you can give participants experience in handling them

Step 5: Discuss What You Have Learned

When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience.

Role-play is best used in teaching language when the teachers fully understand their roles and take responsibilities using certain techniques, following necessary procedures to accomplish the tasks.

_____

REFERENCES:
1. Richards, J. C., & Rodgers, T. S. (1986). Approaches and methods in language teaching. Cambridge, UK: Cambridge University Press.
2. Scarcella, C.R. & Crookall, D. (1990). Simulation/gaming and language acquisition. In D.Crookall & R. L. Oxford (Eds.), Simulation, gaming, and language learning(pp. 223-230). New York: Newbury House.