

chunki motivatsiyasiz ta'lim olish samarasizdir [5]. Shu munosabat bilan hal qilinishi kerak bo'lgan bir qator savollar tug'iladi: o'quv muloqot sharoitlarida real tarzda ayni o'rganayotgan xorijiy til madaniyatga oid ta'lim olishi; xorijiy til bo'yicha o'quv dasturlari va o'quv adabiyotlarining madaniy tarkibiga qanday talablar qo'yilishi; o'zga til madaniyati deganda xorijiy til bo'yicha zamonaviy ta'limning ajralmas tarkibiy qismi sifatida nimani tushunishi kerak.

XULOSA VA MUNOZARA

Xorijiy tilni o'qitish jarayonida maqsadlarga erishishning muhim pedagogik sharti sifatida milliy-madaniy yondashuvni hisobga olgan holda, talabalarda tilni o'rganish uchun ijobiy motivatsiyasi borligini aniqlash kerak bo'ladi, bu esa ko'pgina omillar va usullar bilan ta'minlanishi mumkin va nafaqat talabalarga, balki asosan o'qituvchining ijodkorligi va pedagogik mahoratiga bog'liq.

O'zbekistonda tilni o'qitish o'z xususiyatlariga ega – u til orqali talabalarga ko'p asrlik tarix, an'analar va urf-odatlar yordamida shakllangan milliy mafkurani, ma'naviy-axloqiy qadriyatlarni singdirishga asoslangan. Tabiiyki, xorijiy tillarni o'qitishda tillar o'rtasidagi aloqa, va shu bilan birga ular orqali taqdim etilayotgan madaniyatlar, o'sib borayotgan yoshlarning axborot va ta'lim maydoniga begona g'oyalarning kirib borishi muqarrardir.

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THE ROLE PLAYING METHOD IN TEACHING PROCESS

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In recent years, language teaching has focused on the learning process rather than the teaching of the language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. Many English teachers are exploring and attempting new and innovative practices in the classroom. They have turned to dialogues, open-ended scenarios, and role plays.

Role playing clearly promotes effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" [5; 113]. To fulfill their role responsibilities, learners must relate to others in the simulation, utilizing effective social skills.

Young people also appreciate and enjoy the opportunity to be active participants in their classes. Studies have shown that they are more likely to integrate and remember those things that they have learned actively, and that they are more able to apply them to their lives, particularly when conflict or controversy arises.

The aim of this work is to investigate the implementation of a role-playing system in junior English foreign language classrooms and examine its effect on pupils' learning. The following tasks of this course paper are:

- to establish what role play is and why it is important;
- to show how to organize controlled role play based on a dialogue or text;
- to show how to organize free role play activities;
- to compare simple role play activities and immersion role play activities;
- to compare the role of teachers and the role of pupils at the lessons which include role play activities;
- to describe classroom techniques, practices and behaviors;
- to make clear the problems which appear when role play is used at the lessons.

The role playing method (especially when the "convergent" model is used) meets Skehan's four criteria for task-based instruction: meaning is primary; there is a goal which needs to be worked towards; the activity is outcome-evaluated; there is a real-world relationship. The activities in class, therefore, do not focus on language itself, but on the goals and activities that may be defined by the teacher (if a procedural syllabus is used) or the students (if a process syllabus is used).

The theoretical part of the thesis is role is a key concept in sociological theory. It highlights the social expectations attached to particular social positions and analyses the workings of such expectations. Role theory was particularly popular during the mid-20th century, but after sustained criticism came to be seen as flawed and became less widely used.

However, the concept of role, properly understood, remains a basic tool for sociological understanding. The structural account of roles locates a position in society, such as that of a teacher, and then tries to describe the standard bundle of rights and duties associated with an ideal type of this position. These expectations, which are socially based, constitute the role [2;5].

The term "role" comes from the "rolled-up" script actors used to use over two thousand years ago in Ancient Greece. In time, the script became the part, and actors then were said to play the "role" of, say, Hamlet or Othello or Ophelia or Desdemona. But one can also create a role, improvise a performance, and in fact children do this all the time in their pretend play. There's a kind of vitality that attends this type of imaginative activity. [2;5]

As Jacob L. Moreno discovered that the activity of dramatic improvisation was therapeutic for his actors, and began to think about applying this approach as a type of individual and family treatment. Moreno had a most fertile mind, and wove together many associated ideas about social psychology and group dynamics. He was one of the pioneers of group psychotherapy and even engaged in his own type of philosophy, emphasizing the need for appreciating the fundamental importance of creativity in life.

Richards and Rodgers examine three theoretical views of language: structural, functional and interactional. The role playing method follows from the interactional view. This view "sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals." Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors.[6;1991]

Scarcella and Crookall review research to show how simulation facilitates second language acquisition. Three learning theories which they discuss are that learners acquire language when: (1) they are exposed to large quantities of comprehensible input, (2) they are actively involved, and (3) they have positive affect (desires, feelings and attitudes).[4;1991]

Role playing has several beneficial language learning characteristics and one of the aims of this work is to introduce and discuss the advantages of using role play in teaching English in junior forms. It should be noted that role play and role playing game activities are not limited to language practice

as language learning certainly is also taking place during the games. For role playing games to be effective in this way, they should be part of category of language learning techniques. Role-Playing activities offer opportunities for real use of the language.[5;170]

Role play also provides opportunities for deep learning along with a process for confronting our existing ideas about how and why certain things happen, breaking them down, and offering a new model or set of postulates to replace the old ones.

There can be two ways of looking at language work in similar role plays and role playing games: the pupils manage with the language they already know or they practice with structures and functions that have been presented in an earlier part of the lesson, another way, and the pupils can only benefit from the experience.

There are many types of role plays which can be used in primary school classrooms. The goal of all of these methods is to engage junior learners in real world thinking and problem solving. One type is called "option display." This method works well for situations where a controversial issue is being addressed where the answer is not very clear. The procedure would be to list the problem/question then construct a display with possible solutions and decide on the proper solution. In a situation like this, pupils can be given role assignments by their teacher; in doing this, the learner is then forced to see the issue as best they can through the eyes of an individual affected by this in a different way from themselves.

Larsen-Freeman explains that role plays, whether structured or less structured, are important in the communicative approach because they give learners and opportunity to practice communicating in different social contexts and in different social roles.[5;1991]

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.[5;151]

Conclusion:

Role play is often chosen for creating a situation for junior learners to actively interact in the language, thereby making the language learning more meaningful. At the same time, the learners are introduced to the different learning styles - listening, remembering, discussing, writing and presenting. Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

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