

## Development of Oral Speech Skills through Role-Playing Games in Class and Extracurricular Activities

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**Abstract:** The article presents the problems of student's coherent speech in the process of extracurricular activities, and also considers the issues of content and organization of role-playing games aimed at the development of students' coherent speech. Extracurricular activities carried out in forms different from the classroom-lesson, allows to realize more effectively the cultural aspect of teaching English at school.

**Keywords:** oral speech, skill, communicative effectiveness, role play, teaching method, interactive form, modeling.

Formation of communicative competence and development of practical speaking skills has always been and remains a priority goal of foreign language learning. Therefore, special attention is paid to the improvement of speaking skills both in class and in extracurricular activities. In the process of mastering English, the formation and development of speaking skills is the most difficult task for students.

The language material covered in class and extracurricular activities should not only be perceived, studied, mastered, but also actively used in practice, as language is a living phenomenon that requires constant application. The main goal of teaching speaking skills is communicative efficiency, that is, using their knowledge to the fullest extent, students should make their speech understandable during communication. They should try to avoid confusion in communication due to incorrect pronunciation, grammar or vocabulary, as well as observe the social and cultural rules that apply in every communication situation.

The ability of learners to engage in meaningful conversational interaction in the target language is considered an important, if not the most important, goal of language education. The main difficulty in using a foreign language arises in real communication, as learners are not prepared for spontaneous and fast-paced actions.

To help students develop communicative efficiency in speaking, teachers need to create conditions for practical and life-oriented tasks in both in-class and out-of-class activities. Students' activities should be organized so that they see meaning in what they do. In this way, students will

master a foreign language consciously. After all, the Soviet teacher and psychologist A. N. Leontiev wrote that a student should "live the learning, which means that the teacher creates such a pedagogical situation in the classroom, when learning becomes a part of the student's personal life and acquires a deep practical meaning for him/her" [1, p. 65].

There are many different techniques and methods of developing oral language skills, there is a constant improvement of them and search for the most effective ones. However, one of the main stimuli for learning remains a game. Games combined with discussion and debate, and in particular role-playing games in English classes, are one of the most productive methods of learning, because this type of game is very motivating and integrates all language skills. Role-playing takes language learning out of the classroom and into the real world. Moreover, this method encourages cooperation and sharing of ideas and skills within the group.

Role-playing positively influences students' attitude to learning and improves their English language skills. Therefore, the priority task for the teacher is to choose the right role-playing game that is appropriate to the age, interests and developmental level of the students and their awareness, as well as to the goals and objectives of the lesson.

As one of the methods of teaching English, a role-playing game is a learning task, which is aimed at solving three main tasks - linguistic, communicative and activity. It is necessary to keep in mind the gradual complication of tasks, which implies the change of tasks from simple to creative. At first, students perform tasks according to the sample, which are replaced by tasks for actions by analogy with the sample, and at the final stage, students independently perform creative tasks. The role-playing game promotes the formation and development of one's own opinion and judgment.

In recent years, learning has changed its character, becoming more practical and activity-oriented. The first place is given to productive work of students in small groups, emphasis is placed on the development of their independence and ability to bear responsibility for decision-making. Therefore, it is necessary to change the forms of organizing learning activities. In this case, the teachers are helped by a role-playing game in foreign language lessons, which can fulfill these conditions.

The role-playing game in learning activities is a situationally controlled speech exercise, the purpose of which is to develop and improve speaking skills. It is aimed at solving a number of tasks: learning and consolidation of educational material, development of creative abilities, as well as formation of SLA. The role-playing game gives students the opportunity to consider the learning material from different perspectives. In addition, students can apply situations from the role-playing game in real life.

In the lesson activity during the story-role-playing game practically all the time is given to speech practice, with all students being active participants, since in the process of interaction even the listener needs to understand the interlocutor's replica, match it with the situation and react to it correctly.

There are various exercises for preparing a role-playing game. The teacher can choose the best ones depending on the age, experience, and preparedness of the students. Here are some examples of such exercises:

### **1. Similarity or difference**

*Objective:* to intensify cooperative speech activities, to teach skills and to acquire skills in expressing similarities and differences in foreign language speech.

*Game progress:* Pupils form pairs. Players receive cards with pictures that they cannot show to each other. And working in pairs, they ask each other questions to find out which pictures on their cards are similar and which are different. After discussing three pictures, the players switch places and continue working, forming other pairs. The teacher can change the handouts, replacing the pictures with words, sentences, etc.

## **2. City Plan**

*Objective:* To activate the skills and abilities to interact using different forms of question sentences, presumptive statements and all kinds of reaction lines.

*Game progress:* Pupils form pairs. Each participant receives his/her version of the city plan, where the sights of the city are indicated. The participants ask each other questions, and from the answers they identify the names of streets, landmarks and their location on the city map. They also describe the route to these places from the starting point.

## **3. Weekend**

*Objective:* To activate the skills and abilities to discuss and debate, argue, explain, persuade in a foreign language.

*Game progress:* In the game, the participants have to work out an itinerary for traveling outside the city and make a plan for the weekend. Each group has to discuss and present their plan. The conditions to be discussed and taken into account when making the plan can vary (it is possible to determine the amount of money, a place to visit, choose a vehicle, sports equipment for mobile games, etc.).

## **4. If I were...**

*Objective:* To improve oral skills through repetition of lexical and grammatical material to be mastered.

*Game progress:* Pupils should imagine themselves as a famous movie actor, writer, artist, athlete and talk about their appearance, character traits, daily routine and free time.

Within the framework of class activities, the use of role-playing game is impossible on a permanent basis. While extracurricular activities provide more opportunities to use this form of organization of the educational process.

The inclusion of extracurricular activities in the educational process is a necessary condition for the realization of the requirements of the Federal State Standard of General Education. It contributes to the achievement of the results of the basic educational program, promotes the activation of lexico-grammatical material, the improvement of oral speech skills and the development of learning outcomes.

As part of the implementation of the program of extracurricular activities for students, a number of classes on the theme "English without borders" in the form of a role-playing game [2, p. 8] were held. It was a virtual journey to a British summer school. During the school year, the following topics were studied and practiced: "Getting to know each other", "At the airport", "Customs / Passport control", "Buying a ticket", "Booking a hotel room", "Problems of staying in a hotel", "Visiting a restaurant/cafe", "Buying food in a supermarket", "Buying souvenirs", "Traveling by public transport", "Orientation in the city", "Buying medicines in a pharmacy". When organizing the role-playing game, students used colloquial clichés and learned vocabulary to stage dialogues on the given topics. They tried on different social roles (waiter, customs officer, salesman, hotel manager).

This interactive form of work (story-role-play) implies interaction, which contributes to the development of speaking skills and personal qualities such as initiative, sociability and activity. Communication, interaction at the level of partner relations promotes mutual exchange of knowledge, skills and abilities in solving simple communicative tasks independently.

The main goal of the extracurricular activity program "English without Borders" was the formation of communicative competence of students, namely the skills of using speech clichés in situations characteristic of foreign travel. This goal determined our chosen form of extracurricular activities, a role-playing game.

To date, to embody all the learning opportunities of the role-playing game allows the quest game as an effective form of organizing learning activities, which helps to comprehensively solve a variety of educational and developmental problems. Educational quest is a problem tasks, united by a plot and aimed at searching for some information, for the solution of which the presented data and information resources are used. When modeling the storyline, the quest participants are assigned roles. In the process of performing quest-game tasks, students live situations that are close to real life.

During the quest game called "In the City" the students had to answer the questions on the route list, find the necessary objects on the street, study traffic signs, buy a ticket on public transport, book a hotel room, buy medicine in a pharmacy, be able to navigate on a map, ask questions to passers-by and stage dialogues.

A role-playing game in combination with a quest game gives the opportunity to focus attention not on individual elements of acquired knowledge, but on life phenomena taken as a whole, in all their complexity in the process of development. This form of organizing extracurricular activities helps to synthesize acquired knowledge, develop creative abilities and communication skills.

If the formation of communicative competence of students in class and extracurricular activities finds its application in everyday life and students are able to use language structures-clichés during foreign trips, fill out documents, forms necessary in these trips, to perceive foreign language speech by ear and correctly, adequately, kindly respond to the interlocutor's remarks, then we can talk about the correctly chosen way of teaching a foreign language and the achievement of the goal set for the teacher.

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