

## **TECHNOLOGY OF FORMATION OF ORAL SPEECH COMPETENCE THROUGH ROLE-PLAYING GAMES IN ENGLISH CLASSES**

**Akbarova Ravzakhan Abdullakhayevna**  
Senior lecturer at Namangan State University

### **ABSTRACT**

*The article discusses teaching methods for increasing the ability of schoolchildren to communicate orally, analyzes the functions of gaming technologies, and also provides information about role-playing games in the process of teaching the English language. Role-playing games are considered the most suitable method for teaching schoolchildren oral and speech communication, since during the game process students fall into situations close to real ones, where children need to communicate with each other. In this article, in English lessons, feedback and feedback will be made about the methods of forming students' oral speech competence by means of fasting games.*

**Keywords:** role playing, skills, oral communication, schoolboy, English lesson.

### **АННОТАЦИЯ**

*В статье рассматриваются методы обучения для повышения способности школьников к устному общению, анализируются функции игровых технологий, а также приводятся сведения о ролевых играх в процессе обучения английскому языку. Ролевые игры считаются наиболее подходящим методом обучения школьников устно-речевому общению, так как в процессе игры учащиеся попадают в ситуации, приближенные к реальным, где детям необходимо общаться друг с другом. В данной статье на уроках английского языка будут даны отзывы и отзывы о методах формирования устной речевой компетенции учащихся средствами разгрузочных игр.*

**Ключевые слова:** ролевая игра, умения, устное общение, школьник, урок английского языка.

### **INTRODUCTION**

In the modern world, knowledge of the English language is of great importance in the life of every person. English helps to build relationships with representatives of other countries and cultures, allows you to find a prestigious job and feel comfortable in foreign countries. Teaching a foreign language is one of the most important components of modern Russian education. At the initial stage of teaching English, the focus is mainly on the study of grammar and vocabulary, with little emphasis on verbal communication. At the same time, there is a need for the formation at the

initial stage of the formation of students' verbal communication skills in order to further improve and develop speech skills and subsequently apply them in practice.

It was also indicated that for the successful implementation of the role-playing game, the teacher must adhere to a certain technology for organizing the play activities of students, consisting of the following stages: the preparatory stage, the explanatory stage, the conducting stage and the analysis and generalization stage. The competent use of role-playing games helps to develop the cognitive activity of students in learning English.

## **DISCUSSION AND RESULTS**

Increasing requirements for the level of knowledge of a foreign language necessitate the search for more effective technologies and teaching methods. In particular, the role of using games in English lessons is increasing, which allows you to bring the learning process closer to the real conditions of live communication. Games increase interest in the topic, contribute to the development of students' creative imagination, and most importantly, allow you to create situations that stimulate students' speech activity. All this makes it possible to introduce role-playing games into the learning process as a tool for the formation of verbal communication skills.

At the initial stage of teaching English, students should familiarize themselves with a foreign language that is completely new to them. They need to learn a new vocabulary, grammar, phonetics, learn to read, write and speak this language, get acquainted with the features of traditions, rules and culture of some English-speaking countries. In accordance with the state educational standard of Primary general education, the subject results of mastering the basic educational program of Primary general education in a foreign language should reflect:

- acquisition of the initial skills of oral and written communication with foreign speakers based on speech skills and needs;
- mastering at the initial level the initial linguistic ideas necessary for mastering oral and written speech in a foreign language;
- formation of friendly attitude and tolerance towards speakers of another language on the basis of acquaintance with the life of peers in other countries, existing samples of children's folklore and children's fiction"

At the initial stage of teaching, the teacher should begin to develop students' ability to communicate with peers, as well as form the basis for the formation of communicative competence in a foreign language. This is facilitated by the formation of verbal communication skills, since in such a learning process, student interaction occurs, they find a common language, listen to each other's thoughts, while learning

new information about the life, culture and traditions of English-speaking countries. However, at the initial stage of teaching verbal and verbal communication, the teacher inevitably faces a number of difficulties.

First of all, this is an insufficient number of speech and language tools used by young schoolchildren. Students may not have enough vocabulary or be able to put the learned grammar rules into practice in the communication process. In addition, children may have limited knowledge of the situation presented in an English lesson. In such cases, students are silent and there is no formation of pronunciation skills. To solve this problem, the teacher must use meaningful and semantic foundations and build lessons on the formation of verbal and verbal communication skills in such a way as to rely on lexical and grammatical skills formed within the framework of the topic under study.

At the beginning of teaching English, students do not feel confident and are afraid to make mistakes, to receive comments from the teacher. When the child is given the task not only to write the sentence correctly or fill the gaps with missing words, but also to form a statement on his own and voice it in front of the entire class, this fear becomes more intense. To minimize this fear, E. N. Solovova advises "to create an atmosphere of goodwill and trust " [page 167]. This can be done by encouraging students ' answers, asking questions that encourage their words.

Consequently, in order to facilitate the effective assimilation of verbal communication skills by students, it is important for the teacher to choose speech situations in which young students feel comfortable and enjoy participating in the communication process. These speech situations can be presented in the form of games, which also increase the motivation of students. For the successful study of oral and speech communication in elementary school, the teacher should pay attention to the psychological characteristics of Primary School students, interest students in learning a foreign language, and also contribute to the development of motivation and skills to work in groups. The use of the game method in the learning process helps to achieve tasks.

Today, more people in our community are interested in learning a language because of the knowledge that kids initially gain in school. One of a teacher's most important responsibilities is the updating and customization of teaching techniques to fit the needs of the modern knowledge-based society. This requires having the ability to assess the educational process' performance and make changes, in addition to assuming responsibility for it. Equally important is the teacher's capacity to adjust to diverse situations and handle the particular needs of each pupil.

Teachers should be able to apply and utilise these competencies in regular classroom activities in addition to having a theoretical understanding of the competencies and being aware of the skills and abilities required for vocational training. if you want to showcase a talent. It is also critical to address the issue of motivating teachers to advance their skills.

Moreover, English teachers use a range of teaching methods, such as oral, written, visual, and multimodal. Yet, the bulk of English teachers use question-answer displays and written materials as their main instructional strategies. The majority of students are interested in learning more about the teaching strategies and resources the teacher employs when teaching speaking.

Games are used in training for a long time; K. D. Ushinsky, A. S. Makarenko, V. A. Sukhomlinsky, L. S. Vygotsky, D. B. Scientists such as Elkonin have proven that games are of great importance in the learning process. First of all, the main reasons why teachers should regularly use games in the process of teaching a foreign language:

First, I. F. As noted by Aliyeva, "games have an effective effect on the development of visual, auditory activity in young students" [Page 1, 93]

Secondly, the game can play a special role in strengthening the cognitive process, facilitating the complex learning process, creating conditions for the formation of the creative personality of students. Learning a new language requires a lot of effort from elementary school students, in a comfortable environment that creates games, students remember the material faster and more efficiently. In addition, gaming activities allow students to think more broadly, go beyond the school curriculum, using their creative thinking and imagination. For example, students can independently come up with what to answer in a particular situation that creates games.

Thirdly, games contribute to the emotional release of schoolchildren and allow you to diversify the learning process. After monotonous classes on the study of grammatical or lexical constructions, game activities relieve students ' stress and fatigue and give them the strength to learn a foreign language further. At the same time, this type of activity increases the activity of schoolchildren, since many games require physical mobility.

Fourth, games often contain a competitive element, in which case even students who do not actively participate during ordinary classes will be interested in winning, that is, they will try to speak English.

Fifth, the game brings the learning process closer to reality, that is, a "sense of perception of life situations" appears [Page 1, 93] and adapts students to the natural

environment. Young students practically understand that English is necessary, first of all, for communication with people.

Sixth, gaming activity undoubtedly increases the interest of schoolchildren in learning a foreign language. As mentioned above, games relieve stress and increase efficiency. As a result, students gain strength and strive to learn something new about English-speaking countries and the characteristics of their culture.

For teaching oral communication, speech games are best suited, since in the process of completing tasks, students enter into communication and directly apply the previously learned English in practice. Game activity involves solving life situations (situational games), performing certain roles (role-playing games), or solving a specific problem (Business games). An important advantage of using games when teaching English is the live learning of English, which is based on a real life situation.

A. V. Konisheva understands the role-playing game as a " situation-based speech exercise aimed at improving speech skills and developing Speaking Skills " [page 5, 78].

Role-playing games can range from strictly controlled conversations to non-operational theatrical performances; from simple prepared dialogues or small talk to complex simulated scenarios. The teacher must correctly choose such a role-playing game in order to be suitable for young students and correspond to their level of language training.

For a complete analysis of role-playing games, it is necessary to consider their components. In principle A. V. The structure developed by Konisheva was obtained: a set of roles accepted by the participants in the game; game actions as a means of implementing these roles; real relationships between players; game, as well as educational and Development Goals; Game use of objects (props); plot and content of the game - conditional reality (time, place), in which players appear.

For the successful implementation of the role-playing game in an English lesson, the teacher is A. V. It should follow a simple and understandable technology proposed by Konisheva. First of all, the teacher must carefully prepare for role-playing. It is important to choose the appropriate life situations that will become the basis of the game and are relevant for schoolchildren, develop a game script and plan. In addition, the teacher must determine the roles of students in advance, prepare handouts, formulate rules. In addition, it is equally important to correctly introduce schoolchildren into the game process, set the main goal and clearly explain the rules, answer the questions that arise. After passing the fast game, it is necessary to analyze the work done, students may be offered to share their thoughts, find out what



happened and where mistakes were made. At the end, the teacher must summarize, note the advantages and moments of teamwork.

## **CONCLUSION**

Thus, we can conclude that gaming technologies are of great importance in the learning process and are an effective tool in teaching a foreign language. During gaming activities, students not only learn new information faster, but also experience positive emotions, communicate with other schoolchildren and actively develop creative thinking. In addition, in order to successfully learn verbal and verbal communication, teachers must comply with the requirements for games and choose. It is necessary to develop games that are useful for students and at the same time interesting. Playing the role can be an effective tool in the hands of a teacher. It is in the role-playing game that students' verbal and verbal communication skills develop, the effectiveness of learning to speak a foreign language increases.

## **REFERENCES:**

1. Bakhriddinova, B. S. (2022, December). STUDY OF ECONOMIC TERMS IN ENGLISH CLASSES. In *INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE* (Vol. 1, No. 9, pp. 40-44).
2. Bakhriddinova, B. S. (2022). PROBLEMS OF ALTERNATIVE CHOICE OF SEVERAL METHODS IN THE PROCESS OF TEACHING ENGLISH. *Galaxy International Interdisciplinary Research Journal*, 10(11), 76-79.
3. Aliyeva I. F. Ways to improve the effectiveness of teaching English in elementary grades // *Bulletin of Science and education*. - 2020. - № 12-2 (90). - 92-94-p
4. Bahridinova, B. S. (2022). MODERN PEDAGOGICAL TECHNOLOGIES IN ENGLISH LESSONS. *Galaxy International Interdisciplinary Research Journal*, 10(3), 316-319.
5. Бобокулова, Ш. Б. (2021, November). Использование Интегрированных Навыков В Обучении Английскому Языку. In " *ONLINE-CONFERENCES" PLATFORM* (pp. 120-125).
6. Begovich I. S., Doseeva K. D. Problems of learning to speak English in elementary school. Collection of materials of the international scientific and practical conference. - 2019. - 341-345-p
7. Akbarova, R. A. (2019). TEACHING ENGLISH THROUGH STORY TELLING IN ELEMENTARY CLASSES. *Scientific Bulletin of Namangan State University*, 1(10), 297-304.
8. Гафурова, Н. Т., & Мирджанова, Н. Н. (2014). Количественная оценка конструктивных параметров с использованием метрологических свойств. *Молодой ученый*, (19), 187-188.

9. Mirjanova, N. (2020). ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО УЧИТЕЛЯ ТЕХНОЛОГИИ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 4(4).