MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION

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ANDIZHAN STATE UNIVERSITY

THE DEPARTMENT OF ENGLISH PHONETICS

QUALIFICATION PAPER

ON THE THEME:

*"*Benefits of using role-plays at schools*"*

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Introduction

Let me present my qualification paper devoted to role-plays and express my deep gratitude to amazing staff of our Faculty for their hard work and patience shown during our study.

For the beginning, I would like to speak over the role of education at this great occasion. Education is very important to all of us, especially to teachers. Without proper education, one gets lack of all educational benefits in his/her life. Education is the only key to success in personal and professional life, it provides us with various types of knowledge and skills. We can say that education is a continuous, slow and secure process of learning helping us to obtain knowledge. It is a continuous process starting when we take birth and ending when our life ends.

We learn to become a good person, learn to live in home, society, community and friend circle. One who gets proper education becomes admired by the members of the family, community and country. Proper education by all brings equality among human beings and removes the feeling of difference. Education not only makes us able to learn about history, science, math, geography, and other subjects however it makes us smart enough to learn how to live life and handle bad situations.

Therefore, it is difficult to overvalue attention given to increase a level of knowledge in society, methods of education, organization of lyceums, schools. Our government for preparation harmoniously developed generation did enormous attempts.

During the last years of our independence, the most important documents aimed at creation of favorable conditions for a new highly educated generation and gifted children were adopted. Let us count some of them: the Law of the Republic of "On the National program of training specialists" (1997), "On education", the Resolution of the Cabinet of Ministers "On the organization of general secondary

education in the Republic of Uzbekistan", "On measure of organization on special secondary education in the Republic of development and financing the material and technical lyceums and professional colleges for the years of 1999 - 2003". Among listed documents "The National program of training specialists" stipulates formation of many-sided individual educated thought the system of continuous education organically connected with intellectual, cultural and moral education of a citizen.

On December 10, 2012 the first President of the Republic of Uzbekistan Islam Karimov signed the most important decree **"On measures to further improve foreign language learning system"**,[1] where great importance is attached to the study and teaching foreign languages. No doubt, it happened with purpose. Today, the importance of our people's perfect knowledge of foreign languages can scarcely be exaggerated as our country aspires to win a decent place in the world community, because our people see their great future as a life in cooperation with their foreign partners.

In today's global world, the importance of English can not be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, which, in my opinion, is the most important sphere where English is needed.

Particularly, as a developing country, Uzbekistan needs to make use of this world-wide spoken language in order to prove its international power. Consequently, English should be the medium of instruction at universities in Uzbekistan for the following three reasons: communicating with the international world, accessing scientific sources in the student's major field and finding a well-paid job.

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[1] Каримов И. А. Постановление о совершенствовании системы обучения английскому языку Народное Слово 11 декабря 2012 г. № 240

The first reason for why English should be the medium of instruction at universities in Uzbekistan is it helps students find a high quality job. In business life, the most important common language is obviously English. Therefore, companies generally employ graduates whose English is fluent and orderly. In other words, the student who knows English is able to be more efficient in his job because he can use the information from foreign sources and web sites. In addition, many high-quality jobs are related with international communication and world-wide data sharing. University graduates who are in an international company and business are needed to communicate with foreign workers. Absolutely, all of these depend on speaking English. Consequently, teaching English becomes of vital priority.

Today the knowledge of a foreign language is an integral part of an educational system in Uzbekistan. Earlier, there was not attached much importance to knowledge of foreign languages. It was studied at the same level, as any other school subject. But globalization processes, changes in economic, social, cultural life of the society caused changes in the system of language education: different innovations have been introduced, programs and concepts are created, promoting improvement and perfection of teaching foreign languages at school. Thanks to it quality of foreign languages training is being improved. In order to know a foreign language at the professional level, it is necessary to start its study at an early school age that was emphasized in one of the messages of the first President of the Republic of Uzbekistan.

In the process of teaching a foreign language, we have to remember that simultaneous development of oral and written language skills isn't always reasoned at the junior stage of its mastering, due to certain features of the psychological and physiological development of junior schoolchildren.

Teaching English at school differs from teaching the same English on other levels because of particularity of pupils' age and their physiologic and physical conditions. The great Russian educator K.D. Ushinskiy believed that proper

organization of educational process supposes training children foreign languages at an early age. In his opinion, child's speech development should be performed by means of improving child's thinking, basing on specific visual images, visibility.

In addition, when the teacher is planning foreign-language communication with younger schoolchildren, he/she has to take into consideration the child's level of language development in the native language, then teaching a foreign language will be more successful. Role-play has its long history of usage because of its effectiveness. It was used in military service, psychiatry, business, and only after that, it becomes an inevitable tool in modern teaching. 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.

The given **theme** of the qualification paper **"Benefits of using role-plays in teaching English in schools"** is of current importance, because it deals with the following interesting notions: teaching methodology, motivation and innovative technologies.

It also has determined **the aim of the work**: to distinguish and analyze benefits of role-plays in teaching English.

The topicality of my graduating qualification paper lies on vital need to investigate techniques, which rise effectiveness of the modern teaching and speed up the process of improvement of education according to the last documents signed by our president.

The subject of this qualification paper role-plays in their great diversity.

In this work it is necessary to solve the following **primary objectives**:

1. Theoretically to comprehend and approve importance of using role-plays in the English lessons.

2. To collect information on a given theme, to render internet resources and other media

3. To analyze peculiarities of role-plays in teaching English at school

4. To find out the last changes in a given theme, and describe them.

5. To make a modern resource on a given theme for English teachers and learners

During the work, the following **methods of research** were applied:

1. The analysis of the scientific literature on a theme of graduation work;

2. The analysis of programs and internet resources such as official sites of foreign authors and websites of both domestic and foreign universities;

Practical value of the given theme is included in the formation of modern scientific resource, which can be used by English teachers at lyceums and colleges at the same time it will be useful for language learners and students of the Higher Educations.

Structure of my qualification paper is as follows: introduction, two chapters, conclusion and the list of used literature. The first chapter "**Modern Teaching Methodology in the Light of CEFR**" describes CEFR as basis for the development of syllabuses and curricula and modern approaches in teaching English according to CEFR. The second chapter "**Benefits of Role-plays as one of the Most Effective Techniques**" is devoted to the Structure and Effectiveness of Role-plays and Methodological Recommendations on Using Role-plays in Teaching English. In the last paragraph lesson plans of role plays for schools level are given.

The **third chapter** is dedicated to peculiarities of using role-plays in a school.

As methodological basis of my graduating qualification paper all laws and decrees dedicated to improving system of teaching foreign languages can be taken.

Chapter I Modern teaching methodology in the light of CEFR

1.1 CEFR as a basis for the development of syllabuses and curricula

It is difficult to imagine a teacher or a student who is not informed about CEFR. Moreover, it is impossible to organize teaching English without leveling or grading the learner's knowledge of English, where CEFR is highly demanded.

The result of over twenty years of research, the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is exactly what its title says it is a framework of reference. It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents and is now available in 40 languages.[2]

CEFR or CEF or CEFRL (compared to the German abbreviations GeR or GeRS, the French abbreviation CECR, the Italian QCER, or the Spanish MCER), is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe.

In November 2001, a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels (see below) are becoming widely accepted as the European standard for grading an individual's language proficiency.[3]

Level	General description

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1.   [2] http://cambridgeenglish.org./cefr/

[3] www.wikipediya

Proficient user	C2	Mastery	Highly proficient - can use English very fluently, precisely and sensitively in most contexts
	C1	Effective Operational Proficiency	Able to use English fluently and flexibly in a wide range of contexts
Independent user	B2	Vantage	Can use English effectively, with some fluency, in a range of contexts
	B2	Threshold	Can communicate essential points and ideas in familiar contexts
Basic user	A2	Way stage	Can communicate in English within a limited range of contexts
	A1	Breakthrough	Can communicate in basic English with help from the listener

The CEFR describes language ability on a scale of levels from A1 for beginners up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.

The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. It also defines three 'plus' levels (A2+, B1+, B2+). Based on empirical research and widespread consultation, this scheme makes it possible to compare tests and examinations across languages and national boundaries. It also provides a basis for recognizing language qualifications and thus facilitating educational and occupational mobility. The CEFR's illustrative scales of "can do" descriptors are available in a bank of descriptors together with many other related descriptors.[4]

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[4] http://cambridgeenglish.org./cefr/

The CEFR is much more than proficiency scales contexts, themes, tasks and purposes as well as scaled descriptions of the competences on which we draw when we communicate. This helps to explain why the CEFR is increasingly used in teacher education, the reform of foreign language curricula and the development of teaching materials.

The CEFR does not offer ready-made solutions but must always be adapted to the requirements of particular contexts, for example, the teaching and learning of Romani and of French Sign Language. The need for careful interpretation and adaptation is especially acute when the CEFR's descriptive apparatus and proficiency levels are used to explore the communicative needs of adult migrants and to guide the assessment of their proficiency in the language of their host community.

It is well-known that CEFR is intended to provide a basis for the development of syllabuses, curricula, textbooks and tests. The impact of this document has been very deep in a range of areas in language teaching and testing. Actually all the aspects connected with foreign language teaching are covered by CEFR. Since the Uzbekistan State World Languages University was defined by the mentioned decrees as the basic higher educational institution in the field of teaching foreign languages in the country several workshops and video-conferences for the teachers of foreign languages on this system were conducted by university staff. All of this was done to change the situation with current education.[5]

It is well-known that the system of education is different in the countries. The countries are characterized by their diversity of education systems, socio-cultural traditions, languages, aspirations. This makes a single monolithic approach to quality assurance impossible. In our country there are two ministries of education: one is the Ministry of Public Education (for schools) and the second-

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[5] 5 Iriskulov M. "Common European Framework of References"

the Ministry of Higher and Secondary Special Education, i.e. the Ministry of lyceum and colleges and for the universities. So far there was not a single organization to provide succession and continuity in teaching foreign languages. Taking this situation into account the decree has foreseen setting up "National Research Centre for the Development of Innovative Methods of Teaching Foreign Languages" at World Language University.

Summing the chapter, we can say that CEFR is kind of the leading-light in the huge world of teaching languages, where we have to define level of the learners and plan the further teacher's activity based on this. The CEFR "can do" descriptors can be used for evaluating any foreign language.

Based on empirical research and widespread consultation, CEFR makes it possible to compare tests and examinations across languages and national boundaries. It also provides a basis for recognizing language qualifications and thus facilitating educational and occupational mobility.

1.2 Modern Approaches in Teaching English According to CEFR

The aim of teaching foreign language at all levels of education of the Republic of Uzbekistan is to develop the FL communicative competence of learners to be able to function in the multicultural world in everyday, academic and professional spheres.

Communicative competence in foreign language is generally defined as 'both the tacit knowledge of a language and the ability to use it'.

It is commonly accepted that various important sub-competences contribute to overall communicative competence. For the purposes of this document, these competences are grouped together as follows:

Linguistic competence, which refers to knowledge of language areas (phonetics, vocabulary, grammar) and language skills (listening, speaking, reading and writing).

Sociolinguistic competence enables FL learners to choose appropriate linguistic forms, ways of expression depending on the setting, communicative aim and intentions of the speaker. Sociolinguistic competence also embraces socio-cultural competence, which refers to the ability to identify and respond appropriately to situations in the target culture and with speakers of the target language.

Pragmatic Competence refers to the ability to respond spontaneously to situations in the target language as they develop, and includes the deployment of stra tegies to take part effectively in interactions – for example, interrupting, clarifying, compensating when communication breaks down, etc. Discourse competence is subsumed under pragmatic competence for the purposes of this document. It refers to the ability to chain together idea with appropriate language in speech or in writing. It also assumes the ability to understand linguistic signals in connected speech or writing, for example sequencing devices, language to make contrast, ways of beginning and ending, etc.[6]

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[6] Uzbekistan state standard, Appendix 1 to the decree Tashkent 2013

The content of teaching and learning is presented in the form of themes, which are subject to compulsory inclusion in major educational programmes of public secondary, secondary special, graduate and postgraduate education. Learning material across all levels of education ensures continuity, consistency and recurrence in learning and teaching.

Talking about content of teaching it impossible to ignore methods and approaches in teaching.

Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence [7]by putting responsibility for the learning path in the hands of students.[8] [9] Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving.[10] Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

Student-centered learning puts students' interests first, acknowledging student voice as central to the learning experience. In a student-centered learning space, students choose what they will learn, how they will learn, and how they will assess their own learning. This is in contrast to traditional education, also dubbed "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast, student-centered learning

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[7] Jones, Leo. (2007). The Student-Centered Classroom. Cambridge University Press.

[8] Rogers, C. R. (1983). Freedom to Learn for the 80's. New York: Charles E. Merrill Publishing
[9] Pedersen, S., & Liu, M. (2003). Teachers' beliefs about issues in the implementation of a student-centered learning environment.
[10] Young, Lynne E.; Paterson, Barbara L. (2007). Teaching Nursing: Developing a Student-centered Learning Environment.

requires students to be active, responsible participants in their own learning and with their own pace of learning.[11]

Usage of the term "student-centered learning" may also simply refer to educational mindsets or instructional methods that recognize individual differences in learners.[12] In this sense, student-centered learning emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole.

Theorists like John Dewey, Jean Piaget, and Lev Vygotsky, whose collective work focused on how students learn, have informed the move to student-centered learning. Carl Rogers' ideas about the formation of the individual also contributed to student-centered learning. Rogers wrote that "the only learning which significantly influences behavior [and education] is self discovered".[13] Maria Montessori was also a forerunner of student-centered learning, where preschool children learn through independent self-directed interaction with previously presented activities.

Self-determination theory focuses on the degree to which an individual's behavior is self-motivated and 'self-determined'. When students are given the opportunity to gauge their learning, learning becomes an incentive.

Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. In the *teacher-centered* classroom, teachers are the primary source for knowledge. On the other hand, in *student-centered* classrooms, active learning is

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[11] Johnson, Eli (2013). The Student Centered Classroom: Vol 1: Social Studies and History. p. 19.
[12] Student-Centered Learning. (2014). Education Reform Glossary
[13] Kraft, R. G. (1994). Bike riding and the art of learning. In L. B. Barnes, C. Roland Christensen, & A. J. Hansen (Eds.), Teaching and the case method. Boston: Harvard Business School Press, Pg. 41

strongly encouraged. Armstrong (2012) claimed that "traditional education ignores or suppresses learner responsibility". [14]

A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher acts as a facilitator, as opposed to instructor. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content, reaffirming Rogers' notion that "significant learning is acquired through doing".[15]

Through peer-to-peer interaction, collaborative thinking can lead to an abundance of knowledge. In placing a teacher closer to a peer level, knowledge and learning is enhanced, benefitting the student and classroom overall. According to Lev Vygotsky's theory of the zone of proximal development (ZPD), students typically learn vicariously through one another. Scaffolding is important when fostering independent thinking skills. Vygotsky proclaims, "Learning which is oriented toward developmental levels that have already been reached is ineffective from the viewpoint of the child's overall development. It does not aim for a new stage of the developmental process but rather lags behind this process." [16]

One of the most critical differences between student-centered learning and teacher-centered learning is in assessment. Student-centered learning typically involves more formative assessment and less summative assessment than teacher-centered learning. In student-centered learning, students participate in the evaluation of their learning. [17] This means that students are involved in deciding how to demonstrate their learning. Developing assessment that supports learning and motivation is essential to the success of student-centered approaches.

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[14] Armstrong 2012, p. 2.
[15] Vygotsky, L.S. (1980). Mind in Society. p. 89. ISBN 0674076699.
[16] Vygotsky, L.S. (1980). Mind in Society. p. 89. ISBN 0674076699
[17] Wright, Gloria Brown (2011). "Student-Centered Learning in Higher Education" (PDF)

Student-centered learning environments have been shown to be effective in higher education. They have been defined specifically within higher education as both a mindset and a culture within a given educational institution and as a learning approach broadly related to, and supported by, constructivist theories of learning. They are characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning and foster transferable skills such as problem-solving, critical thinking, and reflective thinking.[18] The revised Standards and Guidelines for Quality Assurance, due to be approved by the ministers of European higher education in May 2015, include the following passage on student-centred learning: "Institutions should ensure that programmes are delivered in a way that encourages students to take an active role in creating the learning process and [should ensure] that the assessment of students reflects this approach."

A research university in Hong Kong sought to promote student-centered learning across the entire university by employing the following methods: [19]

- Analysis of good practice by award-winning teachers, in all faculties, to show how they made use of active forms of student learning.
- Subsequent use of the analysis to promote wider use of good practice.
  - A compulsory teacher training course for new junior teachers, which encouraged student-centered learning.
  - Projects funded through teaching development grants, of which 16 were concerned with the introduction of active learning experiences.
  - A program-level quality enhancement initiative which utilized a student survey to identify strengths and potential areas for improvement.
  - Development of a model of a broadly based teaching and learning environment influencing the development of generic capabilities to provide evidence of the need for an interactive learning environment.

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[18] Attard, Angele; Iorio, Emma Di; Geven, Koen; Santa, Robert (2014). Student-Centered Learning SCL Toolkit
[19] Kember 2009, p p. 10,12.

- The introduction of program reviews as a quality assurance measure.

The success of this initiative was evaluated by surveying the students. After two years, the mean ratings indicating the students' perception of the quality of the teaching and learning environment at the university all rose significantly. [20] The study is one of many examining the process of implementing student-centered pedagogies in large institutions of higher education. [21]

When considering their approach to instruction, teachers are always looking for the method that is most beneficial for all of their students. Teachers want their students to enjoy the learning process, and they want the classroom to be orderly and controlled. As a result, the debate of teacher-centered vs. student-centered education has been in the forefront of educators' minds for many years. Though many people have a specific idea of which type of education is best, there are both advantages and disadvantages to each approach. Below is a description of each approach, along with some pros and cons.

Teacher-centered education

In teacher-centered education, students put all of their focus on the teacher. The teacher talks, while the students exclusively listen. During activities, students work alone, and collaboration is discouraged.

Advantages

- When education is teacher-centered, the classroom remains orderly. Students are quiet, and the teacher retains full control of the classroom and its activities.
- Because students learn on their own, they learn to be independent and make their own decisions.

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[20] Kember 2009, p. 12.
[21] Geven, K.; Attard, A. (2012). "Time for Student-Centred Learning?".

- Because the teacher directs all classroom activities, they don't have to worry that students will miss an important topic.

Disadvantages

- When students work alone, they don't learn to collaborate with other students, and communication skills may suffer.
- Teacher-centered instruction can get boring for students. Their minds may wander, and they may miss important facts.
- Teacher-centered instruction doesn't allow students to express themselves, ask questions and direct their own learning.

Student-centered instruction

When a classroom operates with student-centered instruction, students and instructors share the focus. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another.

Advantages

- Students learn important communicative and collaborative skills through group work.
- Students learn to direct their own learning, ask questions and complete tasks independently.
- Students are more interested in learning activities when they can interact with one another and participate actively.

Disadvantages

- Because students are talking, classrooms are often busy, noisy and chaotic.

- Teachers must attempt to manage all students' activities at once, which can be difficult when students are working on different stages of the same project.
- Because the teacher doesn't deliver instruction to all students at once, some students may miss important facts.
- Some students prefer to work alone, so group work can become problematic.

Conclusion

Summing this chapter, we can say that more and more teachers have moved toward a student-centered approach. However, some students maintain that teacher-centered education is the more effective strategy. In most cases, it is best for teachers to use a combination of approaches to ensure that all student needs are met.

When both approaches are used together, students can enjoy the positives of both types of education. Instead of getting bored with teacher-centered education or losing sight of their goals in a completely student-centered classroom, pupils can benefit from a well-balanced educational atmosphere.

1.3 Peculiarities of teaching English in schools

Requirements for the exit level in foreign languages are developed in accordance with the required minimum content, are consistent across levels of public secondary, secondary special, graduate and postgraduate education and are presented in the form of 'can do' descriptors in the language skills, with supplementary guidance on grammar, vocabulary, phonology and spelling where required. The language skill descriptors are linked to and derived from those offered in the Common European Framework of Reference to ensure compatibility with international standards. They are described in simple, comprehensible terms as they need to be understood by learners as well as teachers and other stakeholders and interest groups. They should be seen as a way of describing **exit levels**, which means:

1) that syllabus designers and textbook writers need to take account of the level(s) below when developing programmes and materials aimed at reaching the exit level.

2) they are intended for the purpose of developing assessment tools for state attestation of graduates at all stages of education of the Republic of Uzbekistan.[22]

It is essential that the standards be seen as a useful working document so that there is constant and reliable cross referencing between those working on syllabi, textbooks and assessment tools. Without this liaison, regular meetings and proper co-ordination between the working groups, the reform process in language teaching will not work. It will be necessary to provide support and proper training for the professionals involved in the design and delivery of these elements, and also, of course, to language teachers at all levels across the Republic. It is important to the success of the reform that these requirements are seen as aspirational rather than as a reflection of the status quo. Thus they may be seen as target levels, giving teachers

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[22] Iriskulov M. "Common European Framework of References"

and learners outcomes to aim for, even if the achievement of these targets takes a longer period of time.

Teaching of the English language, which has become the academic Lingua franca, receives particular attention at the Institute of Foreign Languages. It is mandatory for all students of non-linguistic study programmes to reach level B2 of English.

Student proficiency of the English language is determined after the diagnostic test at the Institute of Foreign Languages. Based on the test results (50%) and the average of the annual secondary school grade and the State exam grade (50%), the students are guided to continue the competence development of the English language in groups of an appropriate level. Read more about the determination of the English language competence at the IFL here.

Through the application of skill-building based learning, levels A1 and A2 of the English language focus on the development of communicative linguistic competence of general English. These subjects help to develop reading, writing, listening and speaking skills, to improve grammatical knowledge and to expand the vocabulary of general English.

Levels B1 and B2 of the English language focus on the development of communicative linguistic and intercultural competences of academic English. These subjects are closely related to modern university studies as they:

- develop academic vocabulary and terminology of various study subjects;

- analyse and apply various learning strategies suitable for individual learning style;

- employ vocabulary appropriate for different language registers;

- analyse peculiarities of punctuation and grammatical constructions in academic texts;

- help to understand lectures and participate in seminars in English;

▪teach to take part in academic discussions and enable to reason properly;

▪teach various reading and listening strategies;

▪teach to write coherently and logically in the official style;

▪enable to assess academic texts critically and to express ideas, not only facts;

▪develop academic and cultural awareness.

According to requirements given in Uzbekistan State Educational Standards learners are Graduates of bachelor's degree courses in non-language departments of HEIs, Graduates of master's degree courses in non-language departments of HEIs, Graduates of bachelor's degree courses in language departments of HEIs - second foreign language should possess B2 level of CEFR.

Here we can see determiners of this level.

Content of teaching is based on the following topics related to the Internet and ICT. Sociocultural topics on the specialism (specific comparisons and contrasts between Uzbekistan and target language countries, e.g. UK & USA, France, Germany). Topics of specific/ professional purposes (background specialisation, trends in the specialisation), Topics related to social life (social contact with the surrounding world).

On the listening lessons B2 level learners should be exposed to: lectures, presentations, debates, radio and TV reports, news bulletins, interviews, documentaries etc. announcements, recorded native speaker voices (films, documentaries, public speeches, etc), social talk between target language speakers, Skills to be developed: listening for gist; listening for detailed understanding; listening for specific points or information.

Their intercultural awareness can be shown through intercultural awareness raising between Uzbek and other cultures (in both academic and social settings), and the way some of the issues are related to language, e.g. greetings, modes of address

in academic and professional settings, basic politeness conventions in lectures, seminars etc., further work on non-verbal elements of communication in different cultures: body language; non-verbal signals etc. email and messaging conventions in the foreign language as compared with L1.[23]

B2 level speaking can be described as follows:

Spoken Interaction

- transactions
- social talk and informal conversations
- formal and informal discussions within and beyond the learner's specialism
- chairing or leading a discussion
- interviews
- negotiations
- telephone calls

Spoken Production (monologue).
- making reports
- developing an argument, e.g. in discussion of a specialist topic
- stating and supporting an opinion
- making announcements
- making a presentation on a specific topic
- summarising an article, a discussion etc.

Requirements for the level of graduates on foreign level B2 level for the Higher Education, Non- Linguistic Undergraduate programmes:

By the end of their undergraduate studies, learners can:

Listening

- understand and follow an extended talk or complex lines of arguments

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[23] Uzbekistan State Standard, Appendix 1 to the decree Tashkent 2013

- can understand the essentials of lectures, talks and reports, detailed instructions and other forms of academic and professional presentations, questions and statements
- understand announcements and messages
- understand complex authentic speech in familiar and unfamiliar contexts
- catch most of a conversation or discussion between target language speakers taking place around them
- understand most radio. Internet and TV documentaries, interviews etc.

Speaking

Spoken Interaction

By the end of their undergraduate studies, learners can:
- negotiate with professional partners
- make a request on specific area
- engage in extended conversation with native speakers and sustain the interaction, taking the lead if necessary
- take part in unprepared and natural discussions and debates
- take part in an interview about his/her specialism
- express his/her ideas and opinions clearly within the framework of a formal discussion
- clarify, paraphrase and repair his/her own contributions to discussions
- negotiate over a transaction or the resolution of a problem using appropriate levels of politeness and formality
- ask and answer questions appropriately in formal settings, e.g. seminars

Spoken Production

By the end of their undergraduate studies, learners can:
- give a well-structured presentation on a specific topic
- give clear, detailed descriptions on a range of subjects related to his/her specialism
- make an oral report on a specific topic

- give a clear summary of an article, lecture or discussion
- develop and sustain an argument on a familiar topic, supporting it with reasons, examples and evidence

Reading

By the end of their undergraduate studies, learners can:
- understand the main / specific points in information texts on familiar and unfamiliar topics
- understand correspondence related to his/her interests or specialism
- understand short descriptions of charts, graphs, tables
- understand complex messages
- understand and follow specific and complex written instructions or directions
- locate specific information in longer articles and reports in his/her specialist field
- read abstracts, conference programmes, contents pages etc, in order to decide whether to read certain sections or chapters for detail

Skills to be developed: reading for gist; reading for specific information; reading for detailed understanding; reading for orientation (signs, labels etc.)

Writing

By the end of their undergraduate studies, learners can:
- write specific messages (business letters, notes, e-mails)
- write well-structured professional essays and reports,
- write coherent scientific and research articles with a reasonable degree of accuracy and in an appropriate style (C1)
- write proposals, summaries and abstracts
- (if required) write final qualification works in his/her specialism (C1)

Lexical competence

 Grammatical competence

By the end of their undergraduate studies, learners can:
- use specific lexis and terminology in context
- use topic-related vocabulary in communicative settings;

By the end of their undergraduate studies, learners can:
- use complex grammar and syntactical constructions in communicative settings
- use appropriate linking words
- analyse a piece of discourse in his/her own specialism to understand how it is structured in terms of cohesion and coherence

Conclusion for the first chapter

It is very difficult to overvalue the implementation of the European standard to the educational system of our country because now it is CEFR that will serve as an official foreign language knowledge measurement in defining not only achievement or progress indicator of a student, classroom or some institution but as an indicator of the work of schools, lyceum, colleges and higher educational Institutions CEFR has become an instrument of assessment to help the stakeholders to judge the degree of success of above- mentioned educational Institutions in achieving their obligations (M. Iriskulov means A-1 and A-2 for schools, B-1 for secondary special, professional education and so on) and to identify their shortcomings and weaknesses.[24]

According to requirements given in Uzbekistan State Educational Standards and CEFR learners at B2 level are Graduates of bachelor's degree courses in non-language departments of HEIs, Graduates of master's degree courses in non-language departments of HEIs and Graduates of bachelor's degree courses in

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[24] Iriskulov M. "Common European Framework of References"

language departments of HEIs. Bearer of this level can speak, write, read and communicate on the following topics: Content of teaching is based on the following topics related to the Internet and ICT. Sociocultural topics on the specialism (specific comparisons and contrasts between Uzbekistan and target language countries, e.g. UK & USA, France, Germany). Topics of specific/ professional purposes (background specialisation, trends in the specialisation), Topics related to social life (social contact with the surrounding world).

Their intercultural competence can be shown through intercultural awareness between Uzbek and other cultures (in both academic and social settings), and the way some of the issues related to language, e.g. greetings, modes of address in academic and professional settings, basic politeness conventions in lectures, seminars etc., further work on non-verbal elements of communication in different cultures: body language; non-verbal signals etc. email and messaging conventions in the foreign language are compared with L1.

II. Benefits of Role-plays as one of the Most Effective Techniques

2.1 Structure and Effectiveness of Role- plays

There are many problems of language teaching that can be identified as actual in modern methodology. One of the key points of every lesson as a process is to form and develop speaking. Because, in the light of modern curriculum ability to communicate and carry out any kinds of communication were put in focus of our education.

Therefore, we would like to discuss the following questions:

- What is speaking?
- What kind of problems students usually have in practicing speaking?
- What is role play? And How it influence effectiveness of a lesson?

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Speaking is the second of the four language skills, which are:

Listening

Speaking

Reading

Writing

In our own language, speaking is usually the second language skill that we learn.

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of

dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practise speaking standing alone in front of a mirror.

Speaking can be formal or informal:

Informal speaking is typically used with family and friends, or people you know well.

Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practise online. This is no longer the case. English learners can practise speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to.

However, many people lack the ability to communicate in English and hence, often, suffer from the inferiority complex even possessing basic grammar and vocabulary. So, why is that? Why English is still something operose to learn and use in real life?

There are several reasons for this:

According to Wikipedia English is considered to be the 7th the most difficult language in the world among the rest approximately 6000 languages. It is natural that every newbie faces a problem in the process of studying the subtleties of the language: grammar, phonetics or vocabulary. For instance, English has one of the biggest, trickiest vocabularies and spelling which is hard even for native speakers. Idiosyncratic spellings mean that it is often difficult to spell an English word based on how it sounds, which impedes the learning process. In addition, different nationalities have problems with various aspects of English pronunciation and   it's impossible to guess the pronunciation from the spelling because of silent letters and

nuances of reading. This list of difficulties can be endless and that is why teachers do their best to solve them.

Communicative Competence: A Goal in CLT

Hiep (2005) states that CLT is based on the work of Sociolinguists, particularly that of Hymes (1972). Hymes (in Hiep, 2005) asserts that an effective use of the language is not just all about knowing a set of grammatical, lexical, and phonological rules, but learners have to develop communicative competence. Hymes (in Hiep, 2005) says that communicative competence refers to the ability to use the language appropriately in a given social encounter.

The National Capital Language Resource Center (2004) defines communicative competence as the ability to use the language correctly and appropriately to accomplish communication goals. Troike (in Sociolinguistic) adds that communicative competence involves the knowledge on what to say to whom, and how to say it appropriately in any given situations. It is also understood that communicative competence implies knowledge and expectation of who may or may not speak in certain settings, when to speak and stay silent, whom one may talk to, how one may speak to persons with distinct statuses and roles, including non-verbal behaviors.

Cook (1989) asserts that senders and receivers need to be specified for students. Van Ek (in Cook, 1989) emphasizes that language courses should specify social roles and psychological roles students need to deal with. Others are settings, topics and language functions.

Berns (in Savignon, 2007) stresses that communicative competence requires understanding of the sociocultural contexts of language use. Canale and Swain (in Beale, 2002) define communicative competence in terms of the underlying systems of knowledge and skill required for communication. According to the SIL International journal (1999), there are two aspects of communicative competence: the linguistic aspects and the pragmatic aspects.

The Linguistic Aspects have four subcategories:

1.   Grammatical competence refers to the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Canale and Swain (in Hiep, 2005) refer to grammatical competence to mean the knowledge of syntax, phonology, and lexis. It enables one to ask: What words do I use? How do I put them into phrases? Beale (2002) posits that grammatical competence produces a structure's comprehensible utterance.

2.   Lexical competence refers to the ability to recognize and use words in a language and includes understanding of the different relationships among families of words.

3.   Phonological competence refers to the ability to recognize and produce the distinctive meaningful sounds of a language such as consonants, vowels, tone patterns, intonation patterns, rhythm patterns, stress patterns and any other suprasegmental features that carry meaning.

4.   Discourse Competence consists of two related but distinct abilities called textual discourse competence that refers to the ability to understand and construct written texts of different genres (SIL International, 1999). Beale (2002) affirms that discourse competence is shaping language and communicating purposefully in different genres. The National Capital Language Resource Center (NCLRC, 2004) states that discourse competence is knowing how to interpret the larger context so that parts make up a coherent whole.

   SIL International (1999) presents another aspect of discourse competence, the Pragmatic Aspects, which include the following concepts:

1.   Functional Competence refers to the ability to accomplish communication purposes in a language, for example, greeting.

2.   Interactional Competence can also be associated with discourse competence. Interactional Competence involves knowing how to initiate and manage conversations and negotiate meaning with other people.

3.   Sociolinguistic Competence refers to the ability to interpret social meaning and to use language in the appropriate social meaning for the contexts.

4.   Strategic Competence enhances the effectiveness of communication and compensates for breakdowns in communication. Beale (2002, in NCLRC, 2004) explains that strategic competence is knowing how to recognize and repair communication breakdowns, for example, asking the question, how do I know I've misunderstood or when someone has misunderstood me?

At the level of language theory, CLT has a varied theoretical base which identifies that language is a system for the expression of meaning; that the primary function of language is for interaction and communication; that the structure of language reflects its functional and communicative uses; that the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Canale in Beale, 2002).

The implication of the aforementioned discussion on principles, theories underpinning the CLT approach is that, it gives language teachers a direction in making proper decisions in the teaching and learning process. It is clearly presented that CLT calls attention to communicative competence and its underlying aspects as goals in language teaching. The theoretical framework designed in Fig. 1 is reflected in the discussions presented under this section. The framework has the following components: Language Teaching/Learning principles and theories, communicative competence and its aspects, and communicative language teaching as the participatory approach. This study adapted Chris Conley's framework on conceptualizing content. The framework is shown in bidirectional arrows, which indicate the interrelatedness of each component with other components. It is presented in view of CLT and its theories.

According to Wikipedia, a **role-playing game** (**RPG** and sometimes **role playing game**) is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting or through a process of structured decision-

making or character development. Actions taken within many games succeed or fail according to a formal system of rules and guidelines.

There are several forms of RPG. The original form, sometimes called the *tabletop RPG*, is conducted through discussion, whereas in live action role-playing games (LARP) players physically perform their characters actions. In both of these forms, an arranger called a game master (GM) usually decides on the rules and setting to be used, acting as referee, while each of the other players plays the role of a single character.[25]

So, let us begin with the words from the abstract of A. Dorothy "Second Language Acquisition through Task-based Approach – Role-play in English Language Teaching" where she says: Language teaching is not just about teaching languages, it is also about helping students to develop themselves as people. So what can we do to ease the process of learning English? How can we speed up students fluent speaking?

One of most popular and common among teachers methodic is TBLT. Task-based language teaching (TBLT) proposes the use of tasks as a central component in the language classroom because they provide better contexts for activating learner acquisition processes and promoting second language learning. Task-Based language teaching has attracted the attention of second language learning which was coined and later developed by second language researchers and educators in reaction to other teacher-dominated, form-oriented methods. Role play is a technique in which students are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles.

Among the recent innovations in the field of second language teaching, task-based language teaching is probably the most promising and productive one, the one which has drawn much attention from both second language teaching profession and

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[25] https://en.wikipedia.org/wiki/Role-playing_game

second language researchers. Task is "...an activity which involves the use of language but in which the focus is on the outcome of the activity rather than on the language used to achieve that outcome."[26]

Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. Role play is very important in teaching English because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person"s place for a while. According to Stephen D. Hattings based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.

Why use a task-based approach?

1.   Tasks can be easily related to students" real-life language needs.

2.   Tasks create contexts that facilitate second language acquisition (i.e. an L2 is best learned through communicating).

3.   Tasks create opportunities for focusing on form.

4.   Students are more likely to develop intrinsic motivation in a task-based approach.

5.   A task-based approach enables teachers to see if students are developing the ability to communicate in an L2.

The first role-play was conducted, probably, in Ancient Greece, whereas scientists suppose, a master teaching a pupil, said to him: „Act as if I am a customer and you are serving me". The pupil played his role. The master played his role like a would-be-customer. When they discussed their roles afterwards, play was used as method of instruction (Corsini, Shaw & Blake, 1961). Furthermore, such kind of techniques were used in psychiatry in a scientific way. In 1946 Moreno created a

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[26] Dorothy A. Anna *English for Specific Purposes World* ISSN

sociometric measure, a technique that studies interpersonal attraction and group membership in institutional settings (e.g., reform schools). He used role-play for psychiatric objectives. These plays are known under the names of psychodrama and sociodrama. Role-play long has been a common training method even among military branches, emergency response groups, and every companies where quick decision-making is highly valued. Currently, the educational use of role-play became more and more widespread. During the 1970s and 1980s the use of role-play increased even further and role-play is now common-place in university curricula, business, and industrial training programs.[27]

Richards and Rodgers (1986) examine three theoretical views of language: structural, functional and interactional. The role playing/simulation 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." (Richards and Rodgers, 1986, p. 17).

Role playing/simulation 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" (Jones, 1982, p. 113). To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills.

Christopher and Smith (1990) show how language teaching content in simulat ions may be either specified or left unspecified, by distinguishing between "convergent" and "divergent" models. When the convergent model is used, the patterns of exchange in the simulation are specified. When the divergent model is

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used, the patterns of exchange are left unspecified. A few of the specific differences are shown in this table:

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Convergent model	Divergent model
"This is the problem;	"This is the situation;
how shall we solve it?"	what will we do?"
The action has a "past."	The action takes place "on stage."
Roles are given in detail.	Roles have no constraints.
The organizer processes the action.	No formal steps or sequences.
Focus on "what will happen?"	Focus on what the players do.

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Scarcella and Crookall (1990) 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).

Comprehensible input is provided in simulations because students engage in genuine communication in playing their roles. Active involvement stems from participation in worthwhile, absorbing interaction which tends to make students forget they are learning a new language. Students have the opportunity to try out new behaviors in a safe environment, which helps them develop long term motivation to master an additional language. In addition to encouraging genuine

communication, active involvement, and a positive attitude, the simulated "real life" problems help students develop their critical thinking and problem solving skills.

Sadow (1987) gives an interesting example of student and teacher activities in a simple role play. The teacher tells the class that they are extraterrestrials who, for the first time, are coming into contact with earthly objects such as toothbrushes, watches, lightbulbs and keys. Without reference to human civilization, the participants must draw conclusions about the objects' function. This role play, or similar creative, imaginative activities, will stimulate students to use their imagination and challenge them to think and speak as well.

In more complex simulations the activities of the teacher may be more detailed and student activities may be more defined. The teacher might, for example, explain a handout or have the students read a case study defining the situation, and role play cards (which describe the role which the student is to play) might be distributed. Such simulations can be applied to teaching language in many areas, such as technical English (Hutchinson and Sawyer-Laucanno, 1990), business and industry (Brammer and Sawyer-Laucanno, 1990), and international relations (Crookall, 1990). Indeed, Pennington (1990) even includes role playing/simulation as part of a professional development program for language teachers themselves.

2.2 Reasons for using Role-plays in Class

Every teacher has own experience related with conducting such kind of activity in his or her teaching. There are many good reasons for using role-plays in class:

- role-plays help students cope with real-life situations, commonly used expressions, forcing them to think "on their feet";

- role-plays help students work together as a team or group, and communicate in order to understand each other, because role-plays are not simple acts of reading or reproduction the information from a piece of paper;

- role-plays can be adapted to the needs of the students, they may use specific vocabulary for specific situations, as learning English is sometimes done for a specific purpose; - role-plays give learners more responsibility in their learning, encouraging interaction; - role-plays offer students the chance to evaluate their learning progress and their level of English.

Summarizing the chapter we can say that Role-play has its long history of usage because of its effectiveness. It was used in military service, psychiatry, business, and only after that, it becomes an inevitable tool in modern teaching. 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.

Role-play models human interactions to provide a chance for students to exercise, creating effective and memorable experiences for learners. It places learners in a situation where they are asked to take on different roles and to accomplish their specific tasks, including problem solving. They offer an opportunity for learners to practice using the language in the right place, at the right time. The strength of role-play is that it presents an opportunity for authentic and spontaneous communication because learners are placed in realistic situations and

they can "have the opportunity to use and practice the sort of language, particularly the vocabulary related to that situation, so that learners are rehearsed for real life"[9]. In addition, they can express what they want to say whenever the situation calls for it. In addition, role-playing is of great significance as it develops students' both receptive and productive skills:

It develops students' listening: while role-playing, students practice listening when trying to get information from their partners.

It develops students' speaking: answering the questions according to what is heard, producing responses based on given cues, it is clear that this activity can practise speaking skills.

Promoting knowledge acquisition: "Students in role-playing were found to use search and retrieval strategies more frequently than students in traditional learning situations. During the process of exchanging, there will be the information transferring from one peer to the other". Individual students are able to increase their mastery during this process: During the entire process, students are motivated to search language in their vocabulary storage and select the proper language to use. For example, teaching a reading about a writer's biography is usually bored and the events that the writer experienced are uneasy for students to master. In this case, after the students read and understand the article, the teacher can let a student pretend the writer and stand in front of the class to relate "his " or "her" whole life. Thus promote the students to acquire the knowledge of the writer with strong motivation.

Enhancing language proficiency: There is another significant benefit of doing role-playing. Language is the main tool for human communication. Role-play largely provides more opportunities for the students to practice their oral English. It is an ideal method of reviewing what we have learned by using it in real situation. It stimulates all the students' integrated skills and thus consolidates all the language knowledge in their mind while trying to express themselves out. While others who

do not involved in that activity can be easy to grasp more content knowledge even just sitting silently and listening to the performance in the classroom.

Stimulate students' interests and activate classroom climate to keep students engaged in class: With role play, students act out certain situations. Teachers generally try to make these situations fun and interesting. "Asking your boss for a day off", or "Meeting people at a party", etc. The teacher prepares the roles so that learners always have a lot to talk about. This motivates students in learning and creates a real communication situation and offers learners plenty of opportunities to practice.

Improving social competence: the true mastery of a language involves communicative competence. While role-playing, individuals work together, they must interact with each other to promote each other's success, thus increase students' social skills, conflict-management and compromise. It also develops students' communicative skills: while act out the dialogue, students' get the chance to learn to get information from partners' facial expressions, gestures and other body language thus develop students' communicative skills.

Promoting interpersonal relationships: Role-play has also keen accepted to improve interpersonal relationship among students. Role-play pairs or groups help students establish and maintain friendships with peers. Students who are isolated or alienated from their peers and who do not have friends are more likely to be at risk for violent or destructive behavior in society than those who experience social support and a sense of belonging. "To some extent, this interpersonal relationship also promote their academic achievements. In addition, skills of improving interpersonal relationship with other peers are the foundation for the success in their social career in future." Role-playing also has been linked to increases in self-esteem, attendance, time on task, enjoyment of school and classes, as well as a decrease in dependence on the teacher.

III. Peculiarities of using role-plays at schools and their types

3.3 Types of role-plays for schools

Despite the differences between the types of role plays, they all have common features. Any of various types of role-playing technique has a number of useful functions, as defined by several researchers [11, p. 26; 15, p. 62]. In teaching ESP, a variety of functions makes a role play such a valuable technique. They are:

− communicative function (a role play facilitates students' ability to communicate in professional situations);
− instructional function (students learn to apply their language, professional and communicative skills);
− educational function (a role play teaches students to behave in a proper manner in job related situations, to respect other students' opinions etc.);
− compensative function (it makes up for the lack of communication in real English language professional environment);
− entertaining function (a role play becomes fun and enjoyable activity which arouses students interest to English and technical discipline);
− motivational function (students not only enjoy the process of playing and learning, they also realise the importance of the obtained knowledge in their future career);
− the function of self-fulfilment and individualisation (all individual characteristics of students are taken into consideration, and every student has a chance to express one's individuality acting out a specific role).

The functions of role plays mentioned above ensure the improvement of students' language and communication skills in case these activities are prepared and conducted in a proper manner.

They are often set up to target particular grammar points – simple past tense, future with 'going to', infinitives, etc. – and to test social interaction skills such as

negotiating, interrupting, asking for assistance and making small talk. Role plays may be as simple or as complicated as the teacher desires. Verbal instructions, secret messages, gestures and cue cards are all common ways of setting a scene.

In the classroom there are four main types of role plays, but bear in mind that there is often overlap and particular situations may combine two or more of these elements.

1. The conflict role play puts participants on a collision course and asks them to deal with this as best they can. Situations might include attempting to change an airline booking at a peak time or asking a noisy neighbor to turn down the stereo. They test language skills under pressure and are best for students who have some maturity and confidence in their abilities.

2. The cooperative role play takes the opposite tack and requires participants to work together for the common good. Planning a sayonara party for the teacher, deciding the food list for a barbecue, brainstorming ways to attract tourists to local attractions are all cooperative role plays. Often involving 'safe' situations, cooperative role plays are good for gently easing shy students into conversations and for building relationships within a student group.

3. Information gap role plays are based around filling in holes in the participants' knowledge. Answering questions from customs officers, asking for timetabling details, making a library card or interrogating a murder suspect are all information gap type situations. If based on the students' real selves these role plays are simple to set up, but fictitious situations may require more elaborate preparations. They are an excellent way to practice question and answer patterns and prepare students for real-life encounters.

4. Task-based role plays require participants to complete a set activity such as checking into a hotel, giving directions to a taxi driver, ordering a meal or getting the phone number of a potential love interest. They are useful for helping students

to practice realistic survival English skills and are an excellent way to build students' confidence in their ability to function in real situations.

Role plays are an essential tool to have in the teaching box but it pays to be aware of where you want them to go. Here are some questions to ask yourself as you design a role play.

- What kinds of language structures or grammar points do I want my students to use, and will this role play incorporate them naturally?
- Do I know in my own mind I want to see occur in the role play?
- Do the students have the language and social skills to be able to manage the situation?
- Can I issue set up instructions clearly and make sure that all participants understand their own roles?
- Is the situation appropriate for the age, level and status of the students in this group?
- What do I want the students to take away from the exercise and how can I reinforce this through feedback?

Lastly, it always helps if students are enjoying themselves. Role plays don't have to be deadly serious affairs, but as teachers we get more out of them if we approach them seriously and tie them in to our broader lesson goals.

Here we are presenting a sample lesson suggested by Crookall and Oxford's (1990b) "Island Game." The "Island Game" is both an extended ice- breaker and collective decision-making activity which can help develop a range of skills in the target language. The simulated situation is one in which the group has been stranded on an island. A volcano will erupt in 30-60 minutes, so an escape plan must be implemented quickly. There are lifeboats to carry all to safety on neighboring islands, but an overall group consensus must be reached on who will go where, with whom, etc. The procedure is shown in the following figure:

"Island Game."

Level: Advanced

Time: 11/2 hours for the main game, 1 hour for follow-up

Aim:

Ice breaking, developing skills in decision making and cooperation.

Language:

Language skills are used to reveal things about oneself, express agreement and disagreement, persuade, defend a point of view, elicit cooperation, analyze data, and make judgments. Different skills are enhanced such as listening, understanding directions, initiating, speaking, writing and reading.

Organization:

Whole class and small groups of 3-7 students.

Preparation and Warm-up:

Students must not talk. They are given information on lifeboat numbers and capacities, neighboring islands, etc. Each student must complete a "personal profile" with accurate information on sex, age, nationality, background, employment, practical skills, etc., and with the top three preferred islands indicated.

Procedure:

The group makes decisions to reach a consensus. The teacher makes sure that everyone stands up and moves around. Changes can be made (such as boats being declared unseaworthy, or islands declared out of bounds) when a group seems to have made a decision "too easily." The time until the volcano explodes is periodically written on the board.

Follow-up:

Small groups rank order and discuss the five main factors that led to their decisions about forming groups, choosing islands and escape boats, etc.

Variation:

Each group develops a society on its new island, complete with a political structure. They draw up a set of guidelines, or constitution, for the community.

3.2 Peculiarities of using role-plays at schools

Teaching English at school differs from teaching the same English on other levels because of particularity of pupils' age and their physiologic and physical conditions. The great Russian educator K.D. Ushinskiy believed that proper organization of educational process supposes training children foreign languages at an early age. In his opinion, child's speech development should be performed by means of improving child's thinking, basing on specific visual images, visibility.

Questions of early training foreign languages were in focus of educators at the end of the XIX century. On the one hand, publications, concerning the problem of early foreign language teaching manifested about undoubted advantage of teaching and learning a foreign language at an early age; on the other hand many educators treated negatively this question as they supposed that the general educational value of a foreign language learning was small and consisted only in studying its system, which was available only to senior schoolchildren. Therefore, in their opinion in junior school a foreign language was deprived of any educational value.

The developing value of teaching and learning a foreign language was studied later carefully by academician L.V. Shcherba and his followers. Academician L.V. Shcherba wrote that proper arrangement of teaching a foreign language would contribute to the development of logical thinking, improving already developed cognitive operations and formation of the ability to construct the discourse logically.

In 1962 according to the decision of UNESCO (The United Nations Educational, Scientific and Cultural Organization) at schools of England and Wales there was an experiment on the problem of early foreign language teaching, results of which allowed to make a conclusion that foreign language lessons positively influenced general development of children, raised their educational and cultural levels, contributed to improvement of knowledge of the native language. Researches of leading universities of the USA and Canada in the 80th years showed that

bilingual children's cognitive abilities were developed better, than of monolingual ones. Especially so-called metalinguistic abilities differed favorably, i. e. abilities flexibly and at the abstract level to acquire language that was manifested by children in judgments about grammar of the native language, in understanding of a word-play, etc. Bilingual children mastered reading faster.

In numerous studies and experiments of Russian (L.S. Vygotsky, S.L. Rubinstein) and foreign psychologists (J. Bruner, W. Penfield, R. Roberts, B. White, T. Eliot, etc.) there were revealed the sensitive periods in assimilation of foreign-language speech. The age of child from the birth to 8–9 years old is the most sensitive for his or her speech development, languages kills at this age are developed and absorbed much easier, than in subsequent years.

Researches of psychologists and educators point to the fact that in spite of the easy foreign language acquisition by small children, even in the natural environment it is a complex process, built not on imitation, but also on generalization, though it is internally unconscious [3, 4]. It was also established that a child learns a foreign language more easily than an adult, only if he/she masters it in conditions of real communication, the source of which for a given age is an educational game. Real inclusion in new game provides true internal motivation of learning language by children. Educational opportunities of a game in a foreign language teaching were studied by Russian (L.S. Vygotsky, V.V. Davydov, D.B. Elkonin) and Kazakh (G.N. Amandykova, Sh.E. Sarsembayeva, A.Zh. Sarlybayeva) educators [5].

Psychological peculiarities of younger schoolchildren development create special conditions for learning a foreign language. Children of 7–10 years old absorb a foreign language like a sponge indirectly and subconsciously. They understand the situation in a foreign language in the same way as in their mother tongue. Attention capacity and time of concentration are very short, but gradually when they become older they are increased. Younger schoolchildren have a well-developed long-term

memory (the learned material, is remembered for a long time). Ways of receiving and assimilating information by children are different too: visual, auditory, kinesthetic. And the best incentive for junior pupils' further learning for pupils of 1–4 grades is the feeling of success.

In addition, when the teacher is planning foreign-language communication with younger schoolchildren, he/she has to take into consideration the child's level of language development in the native language, then teaching a foreign language will be more successful.

Also it is necessary to take into account physical development of children at the age of 7–10 years old. Muscle development affects the child's ability to concentrate attention to a page, a line or a word that is necessary for the ability to read. It also influences the ability to hold a pencil or a pen, scissors, a brush. For pupils to achieve fine motor coordination, as well as coordination between visual perception and mechanical movement, their hands need continuous training. Small children can't sit quietly for a long time because of the lack of control over motor muscles. Therefore, it is desirable during a lesson to give them such tasks, which would allow children to move around a class (games, songs with the movements, dances).

Younger children (1–4 grades) are characterized by the following psychological and physiological peculiarities of the development:

need for the movement;

need for communication;

need for feeling safety;

need for a praise for each small successful step;

need for a touch, drawing, designing, mimicry;

need for feeling themselves as an individual and a teacher should treat them in an appropriate

The necessity of an early foreign language teaching and learning is officially recognized worldwide. No one doubts the fact that the human intellect progresses most rapidly at children's age — from the birth to 12 years old. Optimal conditions for development of the speech, both in the native and foreign languages occur prior to the maturity of a child, and the child's development goes along with his/her maturity simultaneously. Early foreign language teaching and learning gives a big practical effect in respect to the quality of mastery, as the communicative skills acquired at an early age are fixed for the rest of life and form a reliable basis for further training.

Early learning of a foreign language renders:

positive influence on the development of mental functions of the child: his memory, attention, thinking, perception, imagination, ;

the stimulating influence on the general speech abilities of the child;

big opportunities for teaching and learning second/third / foreign languages, need of their mastery is becoming increasingly obvious in the conditions of a multicultural

The educational and developmental value of early teaching and learning a foreign language is indisputable. It is demonstrated in earlier entry of the child into universal culture with the help of his/her communication in a new language. In this case, the constant appeal to the experience of the child, taking into account his/her psychological peculiarities, his/her perception of reality allow children to realize better the phenomena of his/her own national culture in comparison with the culture of the countries of the studied language. Early learning of a foreign language is of a great educational and moral value, due to the fact that the acquisition of a foreign language as a means of communication assumes familiarity with the socio-cultural

features of native speakers — the people of the studied target language, development of such qualities as tolerance and sensitivity to distinctions in culture, ways of expressing feelings[28].

Training oral speech is one of the most complex tasks in the course of teaching a foreign language. Oral speech is a broad concept, including main types of speech activity: reading, listening, speaking, dialogical and monological speech.

The main reason for difficulties in teaching and learning a foreign-language oral speech is the fact that language material for pupils to master acts absolutely in new aspect; it is necessary to acquire it actively as a means of communication, but not just for recognition and identification, which is a task of a receptive perception of the language.

When a pupil is reading to himself/herself (silent reading), he or she has an opportunity to read unclear place two or three times, while during listening in a certain extent he/she follows the speaker's speech tempo that creates additional difficulties for understanding.

The highest degree of difficulty is self-expression of thoughts and feelings by means of a target language. The speaker has to know not only the syntactic and morphological structure of the language, but also a complex system of combinability of words that is always specific and in most cases does not coincide with combinability in the native language.

The grammar system of the majority of languages of the world has already been analyzed and scientifically systematized, and its conscious mastery by consecutive exercises doesn't present any special difficulties. As for lexicon, this

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[28] *Training*
oral speech at English lessons at elementary school, [ER]. Access mode: http://revolution.allbest.ru/pedagogics/00240553_0.html

area is not studied fully yet. Meanwhile, when we are talking about the automated mastery of the language structure, it is meant, first of all, the automated mastery of word usage. It is one of the most difficult objectives of oral speech[29].

What are the prospects of training junior schoolchildren oral foreign-language speech for the development of their foreign language communication skills? Learning foreign languages in junior school creates for pupils the opportunities to improve their oral speech skills:

to pronounce correctly and distinguish foreign language sounds, words, phrases and sentences; observe intonation of the main types of the sentence;

to master the most frequently used vocabulary within the junior stage program, master productive lexical minimum at least no less than 500 lexical units. The total amount of vocabulary, including receptive lexical minimum, is no less than 600 lexical units;

to gain some understanding of the main grammatical categories of the studied language, distinguish the studied vocabulary and grammar during the reading and listening and use them in oral communication;

to understand aurally the speech of the teacher, classmates, the main contents of the facilitated texts with a support of visual presentation and a language guess;

to take an active part in dialogical communication: carry on etiquette dialogues and elementary bilateral dialogue-questioning on the given speech situation of every day communication;

to speak briefly on the topics selected for the elementary school, reproduce by heart familiar rhymed works of children's folklore;

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[29] Skalkin V.L. *Communicative exercises in English*, Moscow, The education publishing house, 1983, 128

to get control over the reading technique aloud; read to themselves school and facilitated authentic texts, using skimming, scanning and detailed types of reading;

to write a short congratulation and a personal letter (supported with the example), fill in the simple questionnaire about oneself;

to acquire basic information about the country of the studied language[30] [8]

In the conclusion, it is important to highlight some recommendations on teaching younger schoolchildren oral foreign-language speech.

At the junior level of teaching and learning a foreign language, the main attention should be concentrated on the development of understanding of colloquial English by children and developing pronunciation skills:

- the full perception is developed through the constant practice of frequently used English words;
- phrases and speech clichés are learnt by heart through singing;
- recognition and the use of frequently used words occur during a

It is necessary to remember about the criteria selection of lexical material for children at the junior level of teaching:

- all the words studied at the given stage have to mean concepts, well-known to the pupil in the native language;
- words should be frequently used in a language and be compatible with each The following exercises are recommended for formation of lexical skills:
- guessing (words, toys, pictures, riddles);

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[30] Lukyanchikova N.V. *Elementary school*, 2001, 11, p. 49–51.

- drawing, molding, application, coloring and naming the object, molded by children;

- physical activity (naming actions, performance of actions and commands);

- game on attention/comprehension (the teacher names a lexical unit and shows a toy or a picture; children repeat in chorus only those words, which are shown on the picture);

- a choice of words/pictures according to a subject or on a situation;

- competition;

- the game «lotto» with pictures/dominoes,

In conclusion, we resume that efficiency of junior schoolchildren oral foreign-language communicative skills formation is determined not only by the knowledge and mastery of the language material, but also by readiness and desire of children to be an active participant of cross-cultural communication in English. For achievement of young learners' success in language learning, it is important the educational activities of schoolchildren be not only listening, speaking, reading or writing in a foreign language, but active communication in real life situations of a teacher and pupils and pupils among themselves.

Methodological Recommendations on Using Role-plays in Teaching English

Role playing in the English lessons are included in all textbooks and manuals for the study of the language. We all know that every lesson in this textbook is devoted to a particular topic, the material to be learned and secure. Usually, we resort to role-playing games at the end of the study of this topic, so to speak, to hone the acquired knowledge. In this case, the vocabulary of the English language and grammar structures already learned speech patterns worked, phonetic spelling and listening tasks completed.

Methodological recommendation on using different types of role-plays must be based on the following steps or let us call them questions.

So the first question will be: How to teach using Role-play?

The teacher should prepare the students by asking questions before performing a role play.

The questions should incorporate the major parts of the role play and the vocabulary/idioms involved. After the question answer session the students should be comfortable with what they need to do.

Allow the students a few minutes to study the role cards and work out some key sentences. The teacher can help the students where ever needed.

Each role play should be performed at least twice with the students changing roles.

In group situations the stronger students can act out the role play to the whole class.

The teacher can take one of the roles if needed.

Avoid making corrections until the role play is finished.

Role-play Cards

Role play cards can be a very useful tool. Role-play cards invite students to assume the role of a specific person or character and to react to a stimulus or prompt as that person.

Values of Role-plays

Role playing allows people to make mistakes in a nonthreatening environment. They can test several solutions to very realistic problems, and the application is immediate. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. A positive climate often results in which one can see himself as others see him.

The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. Role playing can often create a sense of community within the class.

Problems in Role Playing

The major drawback in role-playing is the insecurity of class members. Some students may react negatively to participating in a situation, which will be discussed and possibly criticized by other members of the class. And role playing takes time. The class discussion of a five-to-ten-minute role-playing situation may extend to several times the length of the situation itself.

The relationship of the people in the group is a crucial factor in the success of role-playing. At times it may emerge as a negative factor. For example, previous interpersonal difficulties experienced by group members may arise in class to corrupt the role-playing situation. Also, if the group has people of different status, they may be reluctant to become involved for fear of being humiliated before the members of the class who are smarter or more popular.

These difficulties with the method are formidable, but they are not insurmountable. Nor are they so extensive that they should prohibit us from experimenting with role playing. The potential benefits of the method quickly overbalance the difficulties which seem so apparent in the initial preparation stages.

The Role of a Teacher

The teacher defines the general structure of the role play, but generally does not actively participate once the structure is set. To quote Jones (1982), "...the teacher becomes the Controller, and controls the event in the same way as a traffic controller, helping the flow of traffic and avoiding bottlenecks, but not telling individuals which way to go." Again, this is consistent with Scarcella and Oxford's (1992) principles. Rather than a traditional, teacher- centered classroom structure, the teacher keeps a relatively low profile and students are free to interact with each other spontaneously. This reduces student anxiety and facilitates learning.

The teacher must take on some additional responsibilities in role playing/simulation. In particular, the teacher must keep learners motivated by stimulating their curiosity and keeping the material relevant, creating a "tension to learn" (Burns and Gentry, 1998).

Some of the possible teacher roles are:

Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage. As students practice the role-play they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to 'feed-in' the appropriate language. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class and offering assistance as and when necessary.

Spectator - The teacher watches the role-play and offers comments and advice at the end.

Participant - It is sometimes appropriate to get involved and take part in the role-play yourself.

Error Correction

There are many ways to correct mistakes when using role-play. It is rarely appropriate for the teacher to jump in and correct every mistake. This could be incredibly de-motivating! Some students do like to be corrected straight after a role-

play activity, while the language is still fresh in their minds. Sentences with errors can be written on the board for the group to correct together.

Self-correction - If you have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes.

Peer-correction - Fellow students may be able to correct some mistakes made by their peers. Students could be asked to listen out for both great bits of language they'd like to use themselves, and some mistakes they hear. Be careful to keep peer-correction a positive and profitable experience for all involved. Making a note of common mistakes yourself and dealing with them in future classes ensures that the students don't lose motivation by being corrected on the spot or straight after the role-play. Negotiate with students and ask them how they would like to be corrected.

Let's see what role-playing games, we offer training courses *«Headway»* (elementary and *pre-intermediate)* and *«New* Millenium English» for the 11th grade of high school. Let's start with *«Headway».* In the quest titled *«Roleplay»* we find the following:

1.   Work in pairs. Student A is a journalist, student B is Ivan or Jaya. Discuss the advantages and disadvantages of living in New York. Then prepare an interview. Use the words and questions in the Comprehension Check to help you.

2.   Work in groups of two or three. Think of some role plays in an airport or on a plane. Choose a place and some characters. You can be travelers from different countries, pilots, customs officers …!

3.   Work in pairs. Practise some conversations in a hotel, using the ideas above. One of you in the guest, the other is the waiter or the receptionist.

4.   Your teacher will give you a list of TV programmes for tonight on channels 1 to 4. Imagine that you and your partner live in the same flat and you have only one TV. Decide together which programmes you are going to watch tonight.

5.　　Some of you are members of a group of musicians (classical, pop, jazz). Some of you are journalists who are going to interview the musicians. Musicians: talk together to decide the following — the kind of music you play, the name of your band, who plays what, what has influenced your music, how long have you been together, the records you have made, the countries you have toured . *Journalists: work together to think of some* questions to ask the musicians. *When you are ready, conduct the interview.*

But what role play at English lessons involved in the process of learning the creators of the second book:

1.　　*Read the job advertisement. Decide who will be the applicant and who* will be the interviewing board. *Read your role card and get ready for* the interview. *The students who have gone through the interview* become observant. *Exchange your opinions about questions / answers. Avoid being judgmental. Be positive and friendly.*

2.　　*You are invited to take part in a* TV show called «Do you believe in …?» The show will start in *10 minutes. Take a role card and get ready to* play your role. *Take part in the show; try to be as active as possible. Vote on the question in the programme —* Do you believe in supernatural phenomena?

3.　　*You are going to take part in the* International Student Science Conference. *In turn, you will be a speaker,* a participant, an interpreter, and some of you may wish to be the Chair.

This is only part of role-playing games presented in these allowances. As you can see, the possibilities for imagination and creativity are endless.

Conclusion for the chapter

To sum up, incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. It's fun and motivating;

quieter students get the chance to express themselves in a more forthright way; the world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities. In addition to these reasons, students who will at some point travel to an English speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Role-playing can boost self-esteem, increase classroom morale, encourage participation and create confidence. Children who engage in creative learning learn faster, retain more of what they learn, and are more prone to apply their learning outside the classroom.

The techniques of role-playing afford another approach to involving students in their own learning process toward the clarification of self-concepts, evaluation of behavior, and aligning of that behavior with reality.

Conclusion

Learning English may seem quite boring and uninteresting occupation, if this process is monotonous, involves one type of activity and does not motivate the student still with interest to learn English. The task of the teacher — thus present a learning process that the student wanted to learn English, tried to understand him and was ready to talk to him, that is why I think that my qualification paper is worthy to discuss. So, let us present our conclusions regarding benefits of role-plays.

The CEFR describes language ability on a scale of levels from A1 for beginners up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.

It is well-known that CEFR is intended to provide a basis for the development of syllabuses, curricula, textbooks and tests. The impact of this document has been very deep in a range of areas in language teaching and testing. Actually all the aspects connected with foreign language teaching are covered by CEFR. Since the Uzbekistan State World Languages University was defined by the mentioned decrees as the basic higher educational institution in the field of teaching foreign languages in the country several workshops and video-conferences for the teachers of foreign languages on this system were conducted by university staff. All of this was done to change the situation with current education.

The aim of teaching foreign language at all levels of education of the Republic of Uzbekistan is to develop the FL communicative competence of learners to be able to function in the multicultural world in everyday, academic and professional spheres.

Communicative competence in foreign language is generally defined as 'both the tacit knowledge of a language and the ability to use it'.

It is commonly accepted that various important sub-competences contribute to overall communicative competence. For the purposes of this document, these competences are grouped together as follows:

Linguistic competence, which refers to knowledge of language areas (phonetics, vocabulary, grammar) and language skills (listening, speaking, reading and writing).

Sociolinguistic competence enables FL learners to choose appropriate linguistic forms, ways of expression depending on the setting, communicative aim and intentions of the speaker. Sociolinguistic competence also embraces socio-cultural competence, which refers to the ability to identify and respond appropriately to situations in the target culture and with speakers of the target language.

Pragmatic Competence refers to the ability to respond spontaneously to situations in the target language as they develop, and includes the deployment of strategies to take part effectively in interactions – for example, interrupting, clarifying, compensating when communication breaks down, etc.

Analyzing student-centered and teacher-centered approaches, we can say that more and more teachers have moved toward a student-centered approach. However, some students maintain that teacher-centered education is the more effective strategy. In most cases, it is best for teachers to use a combination of approaches to ensure that all student needs are met.

When both approaches are used together, students can enjoy the positives of both types of education. Instead of getting bored with teacher-centered education or losing sight of their goals in a completely student-centered classroom, pupils can benefit from a well-balanced educational atmosphere.

One of the main incentives for learning is a game. After all, in conjunction with the discussion and debate of the game, in particular, the **role play at English lessons** are the most informative and effective teaching methods in terms of perception. During the game the student overcomes his stiffness and anxiety. If you

teach English on skype, and you got a teacher using this method, you can consider yourself lucky. Using a variety of games in English class helps them to learn in an entertaining way, develop memory, attention, ingenuity, to maintain interest in the English language as such.

In addition, when the teacher is planning foreign-language communication with younger schoolchildren, he/she has to take into consideration the child's level of language development in the native language, then teaching a foreign language will be more successful.

Teaching English at school differs from teaching the same English on other levels because of particularity of pupils' age and their physiologic and physical conditions. The great Russian educator K.D. Ushinskiy believed that proper organization of educational process supposes training children foreign languages at an early age. In his opinion, child's speech development should be performed by means of improving child's thinking, basing on specific visual images, visibility.

Psychological peculiarities of younger schoolchildren development create special conditions for learning a foreign language. Children of 7–10 years old absorb a foreign language like a sponge indirectly and subconsciously. They understand the situation in a foreign language in the same way as in their mother tongue. Attention capacity and time of concentration are very short, but gradually when they become older they are increased. Younger schoolchildren have a well-developed long-term memory (the learned material, is remembered for a long time). Ways of receiving and assimilating information by children are different too: visual, auditory, kinesthetic. And the best incentive for junior pupils' further learning for pupils of 1–4 grades is the feeling of success.

By engaging in role-playing games in the English lessons, the students present themselves as someone else in a particular situation, behave properly according to the rules of the game. Social (the doctor, the seller), interpersonal

(friends, classmates), psychological (neutral, positive, negative characters) roles that perform students, contribute to the fact that they learn how to communicate and discuss, understand and appreciate the feelings of others, to solve problems. The ultimate goal of any role-playing game in the English lessons It is to obtain new knowledge and development of their skills up.

To play the role play at English lessons properly, it is necessary to form the student the necessary social skills of communication and familiarize them with the dialogic speech in English. This exercise helps to practice expressions etiquette plan, develop skills on the phone, microdialog on a given topic from several replicas, creating dialogues in English on the model, reading and playing these dialogues by heart, playing a dialogue in pairs.

Role-play has its long history of usage because of its effectiveness. It was used in military service, psychiatry, business, and only after that, it becomes an inevitable tool in modern teaching. 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.

Every teacher has own experience related with conducting such kind of activity in his or her teaching. There are many good reasons for using role-plays in class:

- role-plays help students cope with real-life situations, commonly used expressions, forcing them to think "on their feet";

- role-plays help students work together as a team or group, and communicate in order to understand each other, because role-plays are not simple acts of reading or reproduction the information from a piece of paper;

- role-plays can be adapted to the needs of the students, they may use specific vocabulary for specific situations, as learning English is sometimes done for a specific purpose; - role-plays give learners more responsibility in their learning,

encouraging interaction; - role-plays offer students the chance to evaluate their learning progress and their level of English.

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Appendix

**CONTENT OF TEACHING AND LEARNING FOREIGN LANGUAGE
FOR LEVEL A1
Grade 4; Public Secondary Education**

Competences			CONTENT OF TEACHING AND LEARNING
TOPIC BASED CONTENT			• **Topics related to everyday life** (personal information, information about family, spending leisure time etc.). • **Topics related to social life** (social contact with the surrounding world). • **Topics related to education** (school, learning and teaching, school subjects etc) • **Sociocultural topics** (basic comparisons and contrasts between Uzbekistan and target language cultures, e.g. UK and USA, Germany, France etc)
LINGUISTIC COMPETENCE	**COMPETENCE IN LANGUAGE SKILLS**	Listening	Learners should be exposed to: • classroom instructions and teacher talk • fairy tales and stories • recorded native speaker voices (songs, chants, rhymes etc)
		Speaking	**Spoken Interaction** • greetings • introducing self • thanking • making polite requests • asking for and giving information • apologising • congratulating • inviting and accepting/refusing invitations **Spoken Production (monologue).** • simple narration of an event or experience • telling a short story • making a simple and short presentation on an age-appropriate topic
		Reading	• short texts containing only learnt language material • simple texts, containing certain new words, the meaning of which can be inferred by guessing • reading for specific information • reading simple stories and poems for pleasure
		Writing	• handwriting, spelling • writing simple messages (postcards, reminder notes, emails) • filling in simple forms with personal details

		Graphics and orthography	All letters of the alphabet, main combination of letters, sound-letter matches; main rules of reading and spelling; main rules of punctuation.
	COMPETENCE N LANGUAGE AREAS	**Phonological competence**	• recognition of sounds in connected speech and in isolation • use of rhythm and intonation appropriate to the basic communicative types of utterances (statement, question, imperative) in communicative settings • practice, within the development of the speaking skill, of all the main sounds of a language, in connected speech
		Lexical competence	• development of topic-based vocabulary and word fields at a simple level • Shaping primary notions about ways of word formation ((compounds and affixation), about borrowings from other languages (international words).
		Grammatical competence	• parts of speech • basic rules of syntax • basic present and past verb forms • etc
Sociolinguistic competence			• Learning simple interaction patterns in classroom discourse and everyday situations • Basic intercultural awareness between Uzbekistan and target language culture (e.g. festivals and traditions)
Pragmatic competence			• Knowing how to ask when something is not clear

REQUIREMENTS
FOR THE LEVEL OF GRADUATES in a FOREIGN LANGUAGE
A 1 LEVEL
Grade 4; Public Secondary Education

Competences			'Can do' statements
LINGUISTIC COMPETENCE	COMPETENCE IN LANGUAGE SKILLS	**Listening**	*By the end of Grade 4, learners can:* • *understand and follow simple instructions* • *can understand simple questions and statements* • *understand simple rhymes, stories, songs etc.* • *understand simple authentic speech in familiar contexts*
		Speaking	**Spoken Interaction** *By the end of Grade 4, learners can:* • *ask for and give information* • *ask for help* • *ask and answer simple questions* **Spoken Production** *By the end of Grade 4, learners can:* • *describe where they live, his/her families, friends and people they know* • *introduce themselves and talk about his/her likes, dislikes etc* • *give a very short presentation on a familiar topic*

		Reading	*By the end of Grade 4, learners can:* • *understand the main points in information texts on familiar topics* • *understand short descriptions of places or people, if necessary with visual support* • *understand simple messages, e.g. letters, emails* • *understand and follow simple written instructions or directions*
		Writing	*By the end of Grade 4, learners can:* • *write simple personal messages (postcards, notes, emails)* • *can fill in simple forms with personal information (name, address, etc)* • *write simple poems and stories*
	COMPETENCE IN LANGUAGE ABILITIES	**Phonological Competence**	*By the end of Grade 4, learners can:* • *accurately pronounce all sounds of FL,* • *use word and whole utterance stress appropriately;* • *follow and use intonation patterns in communicative settings*
		Lexical Competence	*By the end of Grade 4, learners can:* • *use learnt lexical items in context* • *use basic topic-related vocabulary in communicative settings;* • *recognize and use some international words and cognates*
		Grammatical Competence	*By the end of Grade 4, learners can:* • *use simple grammar and syntactical constructions in communicative settings* • *join words and set of words with the help of simple conjunctions «and»,* • *sequence events correctly in narratives and stories, using verb forms and simple time adverbials*

CONTENT OF TEACHING AND LEARNING FOREIGN LANGUAGE
FOR LEVEL A2 | A2+
General Secondary Education - A2; Specialised Foreign Language Education - A2+

Competences			CONTENT OF TEACHING AND LEARNING
TOPIC BASED CONTENT			• **Topics related to everyday life** (personal information, information about family, spending leisure time etc.). • **Topics related to social life** (social contact with the surrounding world). • **Topics related to education** (school, learning and teaching, schooling etc) • **Cultural topics** (history, culture and geography of The Republic of Uzbekistan and English speaking countries).
LINGUISTIC COMPETENCE	**COMPETENCE IN LANGUAGE SKILLS**	**Listening**	Learners should be exposed to: • classroom instructions and teacher talk • stories, weather forecast, announcements, TV and radio programmes • recorded native speaker voices (songs, chants, rhymes, dialogues and etc) Skills to be developed: Listening for gist; listening for detailed understanding; listening for specific points or information

		Speaking	**Spoken Interaction (dialogue).** • formal and informal greetings • introducing self • agreeing and disagreeing • asking for repetition and clarification • asking for and giving information • congratulating • inviting and accepting/refusing invitations **Spoken Production (monologue).** • simple narration of an event or experience • telling a story • making presentation on an age-appropriate topic • making short reports in a familiar language material
		Reading	• short texts containing familiar and less familiar language material • literary and media texts, containing certain new words, the meaning of which can be inferred by guessing • simple forms of correspondence (emails, messages, etc) • reading stories and poems for pleasure Skills to be developed: reading for gist; reading for specific information; reading for detailed understanding; reading for orientation (signs, labels etc)
		Writing	• writing personal letters (short messages, postcards, reminder notes, emails) • filling in simple forms with personal details
	COMPETENCE N LANGUAGE AREAS	**Graphics and orthography**	Reinforcement of rules of punctuation and spelling
		Phonological Competence	• recognition of sounds in connected speech and in isolation • use of rhythm and intonation appropriate to the communicative types of utterances (statement, question, imperative) in communicative settings • practice, within the development of the speaking skill, of language sounds, in connected speech
		Lexical competence	• development of topic-based vocabulary and word fields at a basic level • shaping primary notions about ways of word formation (compounds and affixation), about borrowings from other languages (international words).
		Grammatical competence	• parts of speech • basic rules of syntax • present, past and future verb forms • active and passive voice • etc
Sociolinguistic competence			• basic intercultural awareness raising between Uzbek and target language cultures, and the way some of the issues are related to language, e.g. greetings, modes of address, basic politeness conventions etc. • the significance of body language in social settings
Pragmatic competence			• choosing the right language in familiar situations • knowing how to link ideas at a simple level in speech and in writing

REQUIREMENTS
FOR THE LEVEL OF GRADUATES ON FOREIGN LANGUAGE
A 2, A2+ LEVEL
Grade 9; General Secondary Education - A2; Specialised Foreign Language Education - A2+

Competences			"Can do" statements
LINGUISTIC COMPETENCE	**COMPETENCE IN LANGUAGE SKILLS**	**Listening**	*A2 By the end of Grade 9, learners can:* • *understand phrases and expressions related directly to his/her needs and interests* • *understand simple directions relating how to get somewhere* • *understand the main points in simple messages and announcements* *A2+ By the end of Grade 9, learners can:* • *can extract essential information from recorded passages on everyday topics* • *can identify the main topic of discussion taking place in her/his presence*
		Speaking	**Spoken Interaction (Dialogue)** *A2 By the end of Grade 9, learners can:* • *can ask for and give straightforward information* • *use simple everyday polite forms of greeting and address, make and respond to invitations, suggestions and apologies* • *handle short social exchanges without being able to take the lead in the conversation* • *express an opinion on a familiar topic in simple terms* • *handle simple transactions e.g. buying tickets, shopping, ordering food in a snack bar* • *say she/he did not understand* *A2+ By the end of Grade 9, learners can:* • *establish social contact in common situations* • *interact with reasonable ease in short conversations about plans e.g. for the evening or weekend* • *participate in short conversations in routine contexts on topics of interest or concerning immediate needs* • *ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations* • *can agree or disagree with others* • *respond to requests in the FL for information, directions etc (e.g. when approached by a native speaker on the street)* • *ask for clarification or repetition* **Spoken Production** *A2 By the end of Grade 9, learners can:* • *give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc.* • *describe people, places and possessions in simple terms* **Spoken Production** *A2+ By the end of Grade 9, learners can:* • *give a short, rehearsed, basic presentation on a familiar topic.* • *explain what she/he likes or dislikes about something* • *give a short account of an event or incident* • *describe plans, arrangements, habits and experiences* • *can compare objects and possessions in simple terms*
		Reading	*A2 By the end of Grade 9, learners can:* • *understand very short simple authentic and semi-authentic texts* • *understand short simple personal messages and letters*

			• *understand common signs and notices in public places* • *understand simple written instructions* • *locate specific information in lists, on websites, handbooks etc* *A2+ By the end of Grade 9, learners can:* • *understand basic types of standard letter, e.g. confirmation letter* • *understand short newspaper articles on current events* • *understand and follow operating instructions for products and gadgets* • *locate specific information in factual texts e.g. brochures, advertisements, newspaper reports* • *use basic strategies to guess the meaning of certain unknown words from the context*
		Writing	*A2 By the end of Grade 9, learners can:* • *write simple short notes and messages (e.g. thankyou letters, letters of apology)* • *fill in a form with a range of personal details (name, address, telephone number, nationality, parents' contact details etc)* • *write about everyday life* • *write simple biographies* • *write simple poems* *A2+ By the end of Grade 9, learners can:* • *write descriptions of events and personal experiences* • *write down a message from a spoken source in a way which can be understood by the person the message is intended for*
	COMPETENCE IN LANGUAGE ABILITIES	**Phonological Competence**	*By the end of Grade 9, learners can:* • *accurately pronounce all the sounds of the foreign language;* • *use word stress and whole utterance stress appropriately;* • *follow and use intonation patterns in communicative settings*
		Lexical Competence	*By the end of Grade 9, learners can:* • *use learnt lexical items in context* • *use basic topic-related vocabulary in communicative settings;* • *recognize and use some international words and cognates* • *recognise different ways of word-formation (compounds, prefixes and suffixes)*
		Grammatical Competence	*By the end of Grade 9, learners can:* • *use basic grammar and syntactical constructions in communicative settings* • *link sets of words and clauses with the help of simple conjunctions "but", "and", " because"* • *sequence events correctly in narratives and stories, using verb forms and simple time adverbials*