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THE ROLE OF ROLE-PLAY GAMES IN STUDYING FOREIGN LANGUAGES

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When planning English lessons, it is necessary to strive not only to ensure that students learn and remember new words but also to create all conditions for the development of the individuality of each child. To maintain children's interest in a subject, it is necessary to identify what can captivate them in the learning process. In this regard, the search for reserves for improving the quality and efficiency of teaching a foreign language, the use of innovative methods and techniques of work becomes important in the work of a teacher. All this will contribute to the solution of the main task of the teacher – to arouse in students a steady interest in learning a foreign language and to achieve the ability to communicate freely in it.

Role-playing games are great to help the teacher in solving these problems. Their use in foreign language lessons gives positive results, increases the interest of children in the lesson, allows them to concentrate their attention on the main thing – mastering speech skills in a natural situation of communication during the game.

The learning capabilities of games have been known for a long time. Many outstanding teachers rightly drew attention to the effectiveness of using games in the learning process. Currently, the problem of using a speech game in teaching a foreign language is widely covered in domestic and foreign methodological literature.

Play is "a specially organized activity that requires the exertion of emotional and mental strength" [1]. The nature of the game, its high educational potential is due to the age and psychological characteristics of the development of children.

Recently, even the special term "gameology" has appeared in the literature. The analysis of the problem shows that knowledge about the game is integrative knowledge that synthesizes various information about a person, society, culture; drawing information from psychology, ethnography, ethology, sociology, philosophy, etc. from almost all areas of knowledge [2].

Larsen-Freeman (1986) explains that role-play, structured or less structured, is important in a communicative approach because it gives students the opportunity to practice communication in different social contexts and different social roles [3].

According to Laduss (1987), role play uses a variety of communication techniques and develops fluency in a language, facilitates classroom interaction and increases motivation. Here, equal learning is

encouraged and responsibility is shared between teacher and student in the learning process. Role-play can improve students' speaking skills in any situation and help students interact. For shy learners, role-play helps by providing a mask where learners have difficulty speaking. Plus, it's fun, and most students will agree that fun leads to better learning.

Traditionally, the roles of learners have been specifically defined in the role-play method using verbal instructions or role cards. However, Kaplan (1997) objects to role-playing games that focus exclusively on prescriptive topics that emphasize specific areas of the vocabulary, as they do not capture the spontaneous, real-life flow of conversation.

The role-playing game is a situationally controlled speech exercise aimed at improving speech skills and developing speaking skills [4].

The role-playing game presupposes a conditional reproduction by its participants of real practical activities of people, creates conditions for real communication. The effectiveness of teaching here is primarily due to an increase in interest in the subject. Schoolchildren need to master a foreign language consciously, so their activities should be organized so that they always see the meaning of what they are doing. The plot-thematic structure of classes allows you to create situations of collective speech activity, which give rise to the speaker's motive for the statement, and for everyone else – the motive of active perception of this statement.

The structure of a role-playing game as a process includes:
- the roles assumed by the players;
- play actions as a means of realizing these roles;
- game use of objects, i.e. replacement of real things with play, conventional;
- real relationships between the players;
- plot;
- content.

It is necessary to distinguish between the concepts of "plot" and "content". The plot of the game is the area of reality that is reproduced by the students in the game. The plots of games can be very diverse, but they must reflect specific conditions in life, i.e. the game uses real (or close to them) situations. The content of the game is what is reproduced by the students as the central characteristic moment of the activity. The content of the role-playing game expresses a more or less deep penetration of the student into the proposed situation.

A role-playing game is a special type of game that is characterized by:

1) special attitude to the surrounding world (each participant is simultaneously in the real world and in the world of imagination, which ensures the value of the game as a whole due to the playing moment);

2) the subjective activity of the participants (each participant in the game has the opportunity to show his individual qualities and fix his "I" not only in the game situation but also in the entire system of interpersonal relations);

3) a socially significant type of activity (a participant, regardless of his inner disposition and mood, is "obliged" to play, he cannot refuse to take part in the game, since the conditions themselves exclude a passive position);

4) Special conditions of the process of assimilation of knowledge (theoretical and practical knowledge is offered to the participants of the game in an unobtrusive form of natural communication, and not forced memorization of information).

Thus, the role-playing game is, first of all, a speech activity, play and educational at the same time [5].

The role-playing game helps to expand the associative base in the assimilation of language material. For example, "Did you do your homework?", takes on meaning in an RPG. A disciple playing the role of a father asks another student as a negligent son with a question that expresses reproach,

resentment, and even threat. The emotion that accompanies this remark now gives it a natural uniqueness, establishing direct connections with the situation and creating favourable conditions for memorization.

Role-playing games are usually classified into two groups:

- controlled
- free.

A controlled role-play game is usually done with dialogue or text. Students explore the story and meaning of the story after reading it. Then they make up their own version of what happened. The student applies what he has learned, improves his understanding of the program's content, and interacts more effectively with his classmates. A student who previously lacked confidence in his ability finds confidence in his speaking abilities and becomes more engaged in the classroom.

A free role-playing game is used in a playful setting, such as when students are on the bus. The students should then retell the trip in English in more detail in the sense of specific conversation.

However, the typology developed by R.P. Milrud and I.R. Maximova includes three more types of role-playing games.

- Semi-controlled role-playing is a more complicated game in which players are given a general explanation of their tasks. The difficulty is that the characteristics of role-playing actions are known only to the performer, so the majority of the participants must guess which path of behaviour they can take. Make an appropriate decision about your own reaction to your partner.

- Long-term role-playing (large-scale role-play) entails a sequence of episodes from the enterprise's operations being acted out over a long period of time.

- A small-scale role-playing game (episodic role-playing) in which each episode is played separately.

The most challenging ones are free and large-scale role-play games that open up space for initiative and creativity.

Practically all educational time in the role-playing game is devoted to speech practice, while not only the speaker, but also the listener is as active as possible since he must understand and remember the partner's remark, correlate it with the situation and the task of communication, and respond correctly to the remark. Games have a positive effect on the formation of the cognitive interests of schoolchildren, contribute to the conscious mastering of a foreign language.

The ability to change masks, or social roles, is an extremely important ability from a psychological point of view, and role-playing forms this ability. The role-playing game determines the model of speech behaviour characteristic of the performer in various situations: for example, the choice of certain speech turns, adherence to the rules of speech etiquette, knowledge of the background and active vocabulary related to socio-cultural information, in other words, it involves preliminary work with linguistic material, training it in exercises. The role-playing game can be considered as the most correct model of communication since it imitates the realities of the surrounding world in its most essential features, also, the verbal and non-verbal behaviour of the communicants takes place in the role-playing game.

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THE USE OF MEDIA IN TEACHING LISTENING SKILSS FOR HIGH SCHOOL STUDENTS

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Language is a means of communication, that is crucial for the existence and development of human society. Increasing and measuring the merit of the international relations of our state, the internationalization of all social life spheres makes foreign languages, especially English very popular in our life.

In connection with the practical orientation of other languages of the school teaching process, the problem of listening is increasingly attracting attention of training experts. Therefore, significant theoretical research is conducted in the study of this integrated process.

As you know, listening is a related notion. To achieve a constant development of this skill, it is necessary to apply a special structure of exercises for the development of voice implementations in communication.

Nowadays, listening, the ability to perceive and understand speech in a foreign language, and speaking are becoming increasingly important, because together they provide an opportunity to communicate. Communication is a two-way process: it is impossible to communicate without the ability to understand the speech of other people, both in direct contact, and on the phone, television, radio and other media. Underestimating the importance of listening training can have a very negative impact on the language training of students. In addition, listening is the most difficult skill to learn, since we must be able to understand the complete speech at different rhythms with various intonations and at different levels of accuracy [1, p. 18].

The modern stage of the foreign language teaching is described by the formation of a number of directions, among which there is an important trend of the use of audiovisual aids in teaching the foreign languages.

One of the most spectacular ways of teaching the foreign language is the use of mass media (television and radio), which allows us to give students a visual representation of the life, traditions, linguistic realities of the English-speaking countries and diversify the process of learning the international language.

The above led to the choice of the article topic. The purpose of the research is to study the methods of teaching listening through the media in foreign language classes.

The theoretical significance of this article provides the systematization of theoretical material on the teaching listening with the use of media.

With the development of interethnic cultural interaction and the mass media, the importance of practical language proficiency has increased, and the international demand for foreign language proficiency has been formed. The necessary conditions for ensuring the quality of education, training