LEARNING FOREIGN LANGUAGES THROUGH USING ROLE PLAYS GAMES

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ABSTRACT
According to their claim, role play is the method that creates real communication environment for learners which in turn very important in possessing any foreign language. The second part deals with the ideas about the similarities and differences of particular features of role play such as simulation, games and activities.

KEYWORDS: communicative ability, simulations, role, meetings, telephone calls, and social situations.

INTRODUCTION
In modern pedagogics, role-playing game is considered as a specific kind of human activity, aimed at the reflection of reality, in particular, the work of people, their life and social relations. The nature and content of the role-playing game are social by nature and are determined by specific cultural and socio-economic conditions of life. Role-playing game as a foreign language teaching method is focused on the reflection of reality and reproduction of social and cultural relations in another language. It is particularly organized activity that requires mental and emotional forces. It always involves a decision - what to do, what to say. The desire to address these issues aggravates mental activity of participants in the game. In this kind of activity rich training opportunities are hidden. That means the game is the development of cognitive sphere of people: perception, memory, creative thinking, language development and formation of speech skills, because mastering the language skills of a foreign language is similar to the mastering of language skills of native language. On the basis of the role-playing game a new activity - teaching begins to develop. The game, first of all, has lots of fun. The sense of equality, passion and atmosphere of joy, a sense of easiness of the task, all this gives the learners an opportunity to overcome shyness, that hampers to use new words of the foreign language in speech freely.
Nowadays, language teaching has concentrated on the learning process rather than the teaching of language. The emphasis is put not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to increase the learners' communicative ability a teacher needs to create a scheme to teach the target language in a vibrant, active and interesting manner. Thus, extended activities in the form of a role play, simulations and problem solving are vital in developing the communicative ability of the learners. These activities require the learners to go beyond a text.
A simulation simulates real life situations, while in role playing the participant is presenting and experiencing some character type known in everyday life. A role play differs from simulation in that the participants are asked to adopt a new character who may have different attitudes and opinions from their own [3]. Role plays have to be prepared in details in advance (there are lots of ready-made ones to be found in books or management training materials). They are suitable for mixed-interest groups and groups who do not have specific needs and they usually work better with imaginative learners who can think themselves into the role they are assigned.
Role-playing game is believed as self-expression of a person, a way of his or her self-development, thus implementation of this method in training will be justified for different age groups. Role-play as one of the methods of human activity, complicated and interesting phenomenon that attracts people's attention of different professions, and undoubtedly, it has a great application in learning of foreign languages. Being an unproductive activity, the game has a motive, which is not in its results, but in the process itself. Motivation plays a great role in educational process, as it promotes the activation of thinking and interest to both the

implementation of a 2 specific task and the learning process as a whole. Role-play is a strong motivating method that satisfies the need of the learners in novelty of the studied material and diversity of the exercises. In the process of role-play the consolidation of linguistic phenomena occurs firmly in the memory, and the interest and activity of students are increasing. Role-play is a conditional reproduction of a real practical activity by its participants; it creates conditions of real communication. The effectiveness of training is stipulated primarily by an increase of motivation and interest to the subject. As a model of interpersonal communication, role-playing game is the need for communication which stimulates interest in participating in the dialogue in the foreign language.

Pre-experience learners will be more likely to respond well to role play than job-experienced learners, perhaps because they are less likely to have strong opinions of their own. Simulations, on the other hand, allow the learners to be independent. There will be a situation to be acted out (a business dilemma or a problem), but they can express their own ideas and opinions as if they themselves were in the imagined situation. In this respect, simulations are easier for some personality types. Both a role play and a simulation can focus on a variety of business skills such as meetings, telephone calls, and social situations.

In short it is very fruitful process which is impossible to state information within 1-2-3 paged sheets. Generally role play is the most effective ways of learning foreign language. The next decade simply facilitates learners with the need to use role play, because other options of learning become traditional.

Role games help to create psychological readiness of the learners to speech communication, they make natural necessity of frequent repetition of the learning material, and they train learners to choose the necessary speech patterns. Role-play accurately reconstructs the atmosphere of communication. The participants of the role-play are fixed to a definite role; they are involved in certain relationships in the frame of a concrete situation that is supposed to get involved in various speech reactions, including emotional ones as well. The participants of the role-play have the need to express joy or anger, excitement or disappointment.

They have to find the means to express their emotions. Role play activates striving for the contact with each other and the teacher. It creates conditions of equality in speech partnership, ruins traditional barrier between the teacher and the learner. Role play gives an opportunity to speak and, thus, to overcome the barrier of uncertainty. In usual discussion learners-leaders tend to get hold of the initiative, and timid ones prefer to remain silent. In a role play, each learner gets a role and is supposed to be an active partner in speech communication. Due to the games learners acquire the following elements of communication as ability to start a conversation, keep it or interrupt the person who they are talking to if it is necessary at a definite moment or agree with him or her or reject his or her opinion. Learners also develop their listening and speaking skills, their ability to ask questions, etc. Thus, role-playing game is an inherent method in teaching foreign languages.

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