ADVANTAGES OF ROLE PLAY TECHNIQUE IN TEACHING SPEAKING EFL CLASSES

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Annotation
The article analyses importance and advantages of role-play technique in teaching speaking skills as a main skill in EFL classes and its useful impact on learners'acquiring language.

Аннотация. В статье рассматриваются важность и преимущества техники ролевой игры в обучении навыкам разговорной речи как основного навыка на уроках английского языка и оказывает полезное влияние на овладения языка учащимся.

Keywords: role-play, fluency, teaching technique, social context.

Introduction
English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. It's because of the importance of English in any field of our lives. Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth. Today modern methodical demands communicative approach in teaching foreign languages, because it is the most effective and fruitful. Communicative language teaching (CLT in abbreviation) is an approach that emphasizes interaction as both the means and the ultimate goal of learning a language.

Code switching between languages at some point in a sentence or utterance, is a commonly used communication strategy among language learners and bilinguals. Speaking is a language skill of oral communication to express human idea, feeling, option, and thought or information which helps people to communicate one other. Learning language does not mean just learning about structure or vocabulary but the important thing is learning how we use language for communication to one or the other person, how we speak and make the people understand what we talk. Furthermore, in developing speaking activity, the students need a good condition to increase their speaking frequency such as learner's language environment.

While traditional methods of formal instruction often discourage code switching, students, especially those placed in a language immersion situation, often use it. If viewed as a learning strategy, wherein the student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language, then it has the advantages that it encourages fluency development and motivation and a sense of accomplishment by

enabling the student to discuss topics of interest to him or her early in the learning process - before requisite vocabulary has been memorized. It is particularly effective for students whose native language is English, due to the high probability of a simple English word or short phrase being understood by the conversational partner. There is a number of modern methods and ways of teaching foreign languages in communicative approach. Every teacher chooses them according to the age and interests of learners, level of language (beginner, intermediate, advanced) and according to time left for the activity (K. Butts, 1991, p.23). For example, presentation takes much more time than a common dialogue.

Role play – is both interesting, exciting and effective activity to communicate. Teacher gives roles to students (teacher and student, two neighbours, mother and daughter, etc.) and they have to perform them they choose replicas of their conversation themselves. Knowledge of language is not enough, the task demands artistic skills too (A. Maley, 2005, p. 112). Some teachers are unaware of the possibilities of role-play. They may feel that such an activity is not appropriate for classes which cause discipline problems and that conducting role-play would create chaos. In addition, they claim that students may be reluctant to be someone else, or, that their level of language is too low. Role play is very important technique in teaching speaking 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. 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.

Role-playing develops learners'fluency in speaking. The wide range of language functions, for example apologising, greetings, etc., is exercised more than in any other activities. Learners'focus is put on the communication of meaning rather than on the appropriate use of language [3, 113]. Therefore, through role-playing teachers may train students'speaking skills in any social situations. It means that learners are put in conditions which require speech that is used to communicate socially more than the language necessitated by teaching syllabuses [4, 6]. The author takes the view that thanks to role-playing learners have the possibility to develop the language which is necessary in social relationships, but which is neglected in teaching syllabuses. He also notices that a lot of students believe that the language in foreign language classes is only used to pass on particular information from one person to another. The next reason for incorporating role-playing in EFL classes is that some people learn for specific roles in life. They may want to work or travel in worldwide context. It is very advantageous for these students to have tried out in pleasant and safe environment of a classroom with the language they will presumably use. For such learners, role-play is a helpful rehearsal and what is more, it allows them not just to acquire phrases, but to learn how to interact in a variety of circumstances.

We can take into consideration following features of role play technique in teaching speaking skills: - Role play as a teaching technique has a positive effect on students' speaking as students feel self confident and speak without fear. - Role play reduces anxiety and humiliation when speaking up in front of classmates and it helps the students to develop the micro and the macro skills of language. - Adopting Role play as a teaching technique in the teaching and learning process of English learners

encourages these students to learn, achieve, explore and simulate their creativity, imagination and personal likes. Another advantage of role-playing is that learners are given a chance to pretend someone else. Such a technique may help timid students to overcome their shyness of speaking.

Reticent students often have difficulty talking about their experiences or about themselves. The fact that they are some - one else makes them feel that their own personality is not implicated [2, 7]. As a conclusion one can say, role play as a communicative technique is used to promote students 'speaking skill. It provides the students with opportunities to learn and practice the foreign language. Furthermore, it allows students to learn new attitudes and perspectives in different situations.

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