TEACHING THROUGH ROLE-PLAY, REAL-PLAY AND SIMULATION

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Annotation: This article analyzes the uniqueness, importance and methodology of using role-play, real-play and simulation methods in the teaching process.

Keywords: role play, real-play, drama activity, simulation, interaction.

INTRODUCTION

Role-playing games are of great importance, as they develop both receptive and productive skills of students. During role-playing, students practice the listening skill, trying to get the necessary information from their partners, as well as answering questions in accordance with what they heard, giving answers based on prompts, the student practices speaking skills.

Role-playing students use search strategies more often than in traditional learning situations. They improve their skills during this process, as throughout the simulation, students are motivated to search for and select a specific set of lexical items that are appropriate in a given situation.

There is another significant advantage of role-playing games. Language is the main tool of human communication. Role play largely provides students with more opportunities to practice spoken English. Simulation is an ideal method of analyzing what students have learned by using it in a real situation. The role play stimulates all students' integrated skills and thus integrates all knowledge of the language in their minds. Other students who do not participate in this activity can easily gain more knowledge even just by listening to the lecture in the classroom.

Since in role-playing people work together, they must interact with each other, contribute to each other's success, thus role-playing enhances students' social skills, conflict management and compromise skills. The role-playing game also develops students' communication skills: by participating in a dialogue, students get the opportunity to learn to perceive information based on the facial expressions of opponents and their gestures, as well as the intonation of partners.

RESULTS AND DISCUSSION

Role play also helps to improve interpersonal relationships between students. Simulations help students establish and maintain friendships with peers. Role-playing games are also associated with an increase in students' self-esteem, their attendance, enjoyment of classes, and therefore with an increase in motivation to learn the language, and role-playing games help reduce dependence on the teacher [1].

Thus, simulations of a realistic situation are a good way to integrate the oral

practice of speech and the daily activities of students within the classroom hours, since they can be adapted to the requirements of the curriculum and various teaching aids of the course, and it is also a good method of immersion in the culture of the language being studied.

Technically, a role-playing game can be a simple controlled pair work (repetition of a dialogue from a manual, composing a dialogue based on a certain template, exact reproduction of an existing text), which is certainly a very important step in improving speaking and pronunciation skills [2, p. 34].

However, the most effective simulation are miniatures or skits on a given topic, since in this case the students themselves decide what to say, what vocabulary to use and what intonation to express it.

Each miniature should contain a scene and characters. The teacher assigns a specific role for the student, or the student chooses a character on their own. All characters in the simulation must be related to each other in a certain way (family members, company employees, boss - subordinate, employees of a certain institution and guests of this institution, etc.).

The simulation method is often used in English classes with students. An example is "a moot trial" - a simulation game played by students in a specially equipped auditorium, reminiscent of a courtroom, where students play the role of participants in the trial. Conducting this simulation game involves a lot of preparatory work, including not only classroom studies, but also independent work of students.

This understanding of simulation corresponds to the definition of K . Jones: "Simulation is the reality of a function in a simulated and structured environment" [3, p . 145–148]. The reality of the function means that the participants in the simulation must psychologically get used to their function (role) in order to perform duties in accordance with the situation. During the simulation, they must forget that they are students, solving all the problems that arise on their own and without the help of a teacher. A simulated environment is an environment created by a teacher and students, which is a schematic representation of the real communication environment, sufficient for communication; participants must behave as if this artificial environment is the real reality surrounding them.

CONCLUSION

During simulations, students have more opportunities to apply the acquired knowledge in practice. Simulations make the course more exciting, immerse students in an interactive environment in which they must think, interact and make decisions; provide a freer atmosphere in the classroom, which contributes to more fluent communication of students in English .

Using the simulation method in teaching English, we believe that students increase their motivation to learn a foreign language and develop communicative

competence, which is so important in the modern world.

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