

## THE EFFECTIVENESS OF ROLE PLAYING IN THE LESSONS

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### ANNOTATION

The article deals with the one of main problems of teaching. While teaching we must use some role-plays.

**Key words:** *Language, role play, effective, usage*

Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use. Brainstorm:

Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use. Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices. Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them. Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions.

Do not correct their pronunciation or grammar unless they specifically ask you about it. Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught. Do topical follow-up: Have students report to the class on the outcome of their role plays. Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

The key concept defining the meaning of interactive methods is —interactionl. Interaction is understood as direct interpersonal communication, the most important feature of which is recognized as a person's ability to —take on the role of anotherl, to represent how a communication partner or group perceives it, and, accordingly, interpret the situation and design their own actions. Pedagogical interaction is an exchange of activities between the teacher and students, in which the activities of one determine the activities of others. Interactive pedagogical interaction is characterized by a high degree of communication between its participants, their communication, exchange of activities, the changing and diversity of their types, forms and techniques, focused reflection by the participants of their activities and the interaction that has taken place.

Leading signs and tools of interactive pedagogical interaction are: polylogue, dialogue, mental activity, sense-creation, intersubjective relations, freedom of choice, creating a situation of success, positiveness and optimism of evaluation, reflection, etc. In the pedagogical interpretation, polylogue is the ability of each participant in the pedagogical process to have their own individual point of view on any problem under consideration; readiness and opportunity for participants to express this point of view; and any point of view, whatever it may be, has a right to exist. The dialogue assumes that the participants of the pedagogical process perceive themselves as equal partners, subjects of interaction.

The mental activity as an essential feature of interactive methods consists in the organization of the intensive mental activity of the teacher and students; the teacher does not translate into the minds of students of ready-made knowledge, but the organization of their independent cognitive activity; organization of problem-based learning; independent performance by students of a variety of mental operations, such as analysis. Interactive pedagogical interaction, the implementation of interactive pedagogical methods aimed at changing, improving the behavioral models and activities of participants in the pedagogical process.

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Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

**Prepare the students:** Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.

**Offer choices:** Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.

- **Set a goal or outcome:** This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- **Use small groups** instead of whole-class discussion: Large groups can make participation difficult.
- **Keep it short:** Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- **Allow students to participate in their own way:** Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- **Do topical follow-up:** Have students report to the class on the results of their discussion.

**Do linguistic follow-up:** After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway. And this innovation activity does not leave the teacher until he realizes that interactive teaching methods are an effective pedagogical tool, and the use of interactive learning technology in the pedagogical process is a necessary condition for optimal development of both those who study and those who teach.

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