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ROLE PLAY GAMES IN THE EDUCATIONAL PROCESS

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Annotation

Role-playing should be content-driven, consistent with learning objectives, and relevant to real-world situations so that students understand how to use it. Role-play exercises encourage students to think more critically about complex and controversial issues and see situations from a different perspective. Role-playing games are used as a type of activity related to the organization of leisure and as an activity related to the pedagogical process.

Keywords: spontaneous role-playing games, demonstration, description, display, interview practice, marketing, teaching, debates

The most popular didactic game when working with schoolchildren and adults is such a type as a role-playing game, which is an expanded form of the game in its broadest sense and can act in a person's life in two main meanings:

- 1) as a type of activity related to the organization of leisure. These games are called spontaneous, free, spontaneous, since they are held by the players themselves without organizational intervention from outside;
- 2) as an activity related to the pedagogical process. These are didactic role-playing games organized by the teacher in order to solve the problems of education.

Spontaneous role-playing games associated with leisure are typical mainly for preschoolers and younger schoolchildren. Unlike spontaneous didactic role-playing, it has a more rigid structural organization and is defined as a structured learning situation in which a person temporarily assumes a certain social role and demonstrates behavioral models that, in his opinion, correspond to these roles. Such a game is aimed in the most general form at the formation of new models of behavior, the development of the reflexive abilities of the participants. It emphasizes the functions performed by people in different circumstances. A role-playing game is



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used by a teacher, as a rule, in those cases when he wants students to get involved in the situation being studied, experience it and form their attitude towards it.

The most detailed classification of role-playing games was developed by Morrie van Ments, taking their functions as a basis:

1. Description. Within this category, role-playing games are used as a means of communication to describe a situation that can be visualized in a dramatization.
2. Demonstration. Often the teacher himself conducts a demonstration in order to instruct the students, to indicate to them what they need to pay attention to. For example, a foreign language teacher can take on the role of a tourist in an unfamiliar city and demonstrate how to address passers-by on the street to find the right address. The psychologist can demonstrate the tactics of behavior in case of conflict, aggression. The task of students is to reproduce these actions in a role-playing game.
3. Workout. Games of this type are aimed at training social skills. This type of game requires careful preparation, as students must understand the task assigned to them well. You can write specific instructions on how to do the job, which will indicate what you can and cannot do, and lists the sequence of actions.
4. Display (reflection). This category of games differs from the previous one to a greater extent not in action, but in purpose. The emphasis is on observation and display. The task of the student in this game is to cope with the situation, but the emphasis is on continuous analysis of what has been done.
5. Sensitization. This type of role-playing game is aimed at the student's awareness of his own feelings and emotions that arose during the game. The teacher can portray the situation in order to emphasize its emotional aspect and encourage students to empathize with the persons represented in the situation. He can resort to acting, oratory, to influence the feelings of students. Role-playing games can be used effectively in the classroom teamwork, collaboration). , persuasive) provide an opportunity to critically observe peers.

Planning a role-playing exercise can be aided by using a set of rules. According to Harbour and Connick (2005),

1. If you want to use role playing as a graded activity, start the semester with modest, non-scored role plays to assist students become ready for a bigger, graded role play.
2. Identify the evaluation method for the role play: will observers receive a rubric? Will the role players receive feedback and scores from the observers? Will the instructor's scores be combined with those of the observers? Will the role players have another chance to edit and perform the role play? Will observers receive



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instruction on how to correctly evaluate the performance (i.e., to provide insightful feedback that is not merely judgmental but rather to support all practical and objective observations)?

3. Explain to pupils that the role play's main goal is to spread awareness of the subject matter, rather than concentrating too much on the real person playing the part.

4. Connect role-playing exercises to learning goals to help students realize how they relate to the course material.

5. Give students time to practice the role play, even if it happens on the spot, so they can reflect deeply on the part and convey it in an impactful way.

6. Break up lengthy parts of content into shorter ones that can be delivered more successfully as a role play.

When assigning a role play, be sure to clarify its objectives and address any queries so that students can adequately prepare. Give instructions for the use of props, general presentation manners (eye contact, gesticulation, and voice projection), content-related terminology, and appropriate and inappropriate language (profanity, slang). When giving role plays, challenge each student equally to ensure that everyone will be evaluated fairly.

Examples of Role Play Exercises. Compared to lectures and non-context specific book learning, role playing provides students with additional (and alternative) meaning. Role-playing games can help students learn knowledge and skills from a range of learning contexts by providing clear objectives and instructions:

- **Interview practice**—In preparation for career interviews, students can assume the role of the interviewer and/or the interviewee.
- **Marketing**—In preparation for a class presentation, students can assume the position of a sales representative and sell a product.
- **Retailing**—To help prepare students for a guest speaker in merchandising course, students can play the role of sales manager and sales representative to gain better insight on the responsibilities of these positions.
- **Counseling**—In preparing for clinical practice, students can role play a family therapist whose client has revealed she has committed a criminal act.
- **Teaching**—In preparation for a job fair, students can role play the teacher and the student, or the administrator and the student, or the teacher and a parent.



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- **Debates**—As a spontaneous exercise, the instructor has students briefly prepare arguments for and arguments against positions on a topic such as *Logging in the Northwest and the Spotted Owl*, *Arab-Israeli Conflict* or *Airline Flight Departure Delays*.

To sum up, role-plays provide opportunities for students to participate in activities that mirror work-related scenarios. Role-playing should be content-driven, consistent with learning objectives, and relevant to real-world situations so that students understand how to use it. Role-play exercises encourage students to think more critically about complex and controversial issues and see situations from a different perspective. Used correctly, role-playing games can engage students in a fun and engaging way.

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