

MODERN ROLE-PLAYING GAMES ARE USED IN THE EDUCATIONAL PROCESS OF LEARNING A FOREIGN LANGUAGE

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Abstract: *In modern society, where communication technologies are rapidly developing, the education process is undergoing significant changes. Previously, the teacher was almost the only source of information for students, but now his role is gradually decreasing. However, this does not mean that the teacher should lose his importance. On the contrary, today's teacher should become the creator of an environment in which students can transform the information they receive into knowledge and experience. This role is becoming increasingly relevant and important, as it allows students to develop critical thinking, analytical skills and independence. Thus, a modern teacher should not only be a translator of information, but also an inspirer and mentor who helps students become active and successful students.*

Keywords: *technologies of communication, the educational process, contemporary society, pertinence, expertise, and experience.*

Modern role-playing games are becoming an increasingly popular and effective tool in the educational process, especially when learning foreign languages. The games allow students not only to immerse themselves in an authentic language environment, but also to develop communication skills, improve vocabulary and grammar, as well as improve pronunciation and intonation.

Role-playing games in teaching foreign languages stimulate students to actively participate and interact, which contributes to deeper learning of the material. In games, students can experience real situations, interact with other characters, communicate in a foreign language and solve problems, which allows them to apply knowledge in practice.

The use of role-playing games in teaching a foreign language can also increase the motivation of students and make the learning process more interesting and exciting. Students have the opportunity to experiment, create and express their thoughts and ideas in a foreign language, which contributes to the development of their language skills.

In addition, role-playing games can stimulate cooperation and teamwork, which is important for the development of social skills and abilities. Students learn to listen to each other, express their thoughts and points of view, resolve conflicts and reach compromises in a foreign language, which contributes to the development of their communication skills.

Thus, modern role-playing games are an effective tool in teaching foreign languages, which contributes to the development of students' linguistic, social and communication skills. The use of games in the educational process allows you to make language learning exciting and effective, as well as provide students with practical training of skills and knowledge.

It is important to note that a key aspect of the teacher's work is the ability to set tasks for the student and inspire him to solve them in order to provide maximum opportunities

for his personal development. This approach identifies two main problems in the modern education system: the creation of motivation for learning activities and the formation of a learning environment in the context of collective educational technologies, which are the basis for mass schools in our country.

In the modern educational space, a complex problem arises related to the subject structure. This problem often leads to the fact that students cannot fully perceive the surrounding reality. However, it is necessary to solve this problem in combination with other tasks.

The modern understanding of the activity approach is that learning is carried out through the change of various types of activities, where the main goal is to develop the ability to act, and knowledge acts as a learning tool. When a person is involved in an activity, the problem arises of the lack of necessary knowledge and skills, which stimulates his motivation to master them. If the activity really reflects the real world, then there is an opportunity to integrate the acquired knowledge and developed skills that are not tied to a specific school subject.

The problem of students' motivation in educational activities is not solved by this approach. The widespread use of social networks and the availability of computer games exacerbate this problem. Teenagers have a need for communication, which is satisfied through social networks, and a need for activity, which is provided by computer games. However, most computer games do not require a teenager to master the accumulated experience of mankind, so there is no motivation to learn anything new.

Play is the natural state of a child, through it he learns about the world around him. The degree of development of this world and the attitude towards it, in fact, are determined by the totality of the child's games. The key to solving this problem is contained, practically, in its description. If a modern school loses competition with social networks and computer games in motivating students, then an alternative should be offered in the form of didactic games that realize the need for communication and activity. Role-playing didactic games are one example of such games.

Playing roles is an opportunity to plunge into another world, become a different person for a while and act in accordance with his character and goals. The process of getting into the role is an important step in learning, as it allows you to improve the ability to see the world through your character's eyes and make decisions on his behalf. The more realistic the game world is, the more opportunities there are for developing personality traits.

When developing the game world, it is important to highlight the most significant characteristics so that they correspond to logic and are consistent. The emulation of the game world is just a model that reflects the world around it. The rest of the properties of the world remain at the discretion of the player to supplement. Role-playing becomes didactic if the emulated world provides maximum opportunities for the development of a student of a given age. A subject-oriented role-playing game is one of the types of role-playing didactic games where the game world promotes the development of specific subject skills and knowledge, rather than a wide range of skills.

It is important to note that in the process of participating in role-playing games related to specific subjects, there is no problem of a lack of a complete understanding of the world around us. This is because the creation of a consistent game world is limited to only one item, while the properties of the participants in the game become part of this world. Therefore, even when solving educational tasks through role-playing games, the very process of the game contributes to a broader view of the student's task.

Furthermore, extracurricular activities serve to prevent attachment to educational programs, which helps to bring together children of different ages. Furthermore, this technique allows you to explore not just substantive difficulties, but also ethical and moral concerns, which are typically overlooked in courses. Previously, the student received information from the teacher through the demonstration of samples, but now the process has become much more complex and diverse. Now the student can use various objects of the external environment as samples to gain knowledge. This can be compared to the fact that previously the student followed the light of knowledge from one source, but now he is in a space with many light sources, and he needs to be able to choose and evaluate those sources that will help him solve the problem.

The teacher's ability to set tasks and motivate students to solve them plays a key role in the educational process, providing maximum opportunities for the child's self-development. This approach identifies two main problems of the modern education system: the creation of motivation in educational activities and the organization of an educational environment in the context of collective educational technologies, which are the basis for mass schools in our country, and contribute to the individual self-realization of students.

The modern educational space is faced with the problem of subject construction, which often leads to insufficient perception of the surrounding reality by students as a whole, and its solution requires an integrated approach.

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