

**COGNITIVE AND COMMUNICATIVE STRATEGIES IN THE DEVELOPMENT OF CHILDREN'S ORAL SPEECH IN ENGLISH THROUGH ROLE-PLAYING GAMES****Akbarova Ravzakhon Abdullakhayevna**

Senior teacher of Namangan State university

**Abstract.** The article focuses on the effective use of cognitive and communicative strategies to enhance the development of children's oral speech skills in English through role-playing games. Role-playing activities serve as an engaging and interactive method that fosters language acquisition, communication skills, and creativity. The research highlights how these games create a supportive environment where children can practice speaking, improve their vocabulary, and develop confidence in using English in real-life situations.

**Keywords:** cognitive strategies, communicative strategies, children's oral speech, English language development, role-playing games.

**INTRODUCTION**

*The importance of gaming technology cannot be exhausted and assessed by its entertainment and recreational capabilities. Its phenomenon consists in the fact that, being entertainment and recreation, it can develop into training, creativity, therapy, a model of human relations and manifestations in work and education.*

*Gaming pedagogical technology is a set of psychological and pedagogical methods, teaching methods, and educational tools.*

*L. N. Tolstoy based his pedagogical technology on the moral education of a person.*

*S. T. Shatsky noted that pedagogical technology influences not only an individual, but also an entire group.*

*In a modern school, which relies on activating and intensifying the educational process, gaming technology is used in the following cases:*

- *as independent technologies for mastering a concept, topic, or even a section of a subject;*
- *as elements (sometimes very significant) of a more extensive technology;*
- *as a technology of a lesson or its fragment (introduction, explanation, reinforcement, exercise, control);*
- *as a technology of extracurricular work.*

**MATERIALS AND METHODS**

*At present, when conducting foreign language lessons, such methodologists as: E.A. Maslyko, P.K. Babiskaya, S.N. Petrova, A.I. Kitaygorodskaya recommend various forms of intensive training that promote the development of speech skills, as well as the development of communication skills. One of the productive ways of learning is a role-playing game. It promotes the development of students' communication skills; trains grammatical, phonetic, lexical skills; gives the opportunity to communicate in a foreign language without fear of making a mistake [2, 3].*

## **RESULTS AND DISCUSSION**

The implementation of role-playing role-playing game techniques and situations in the lesson form of classes occurs in the following main directions:

- the didactic goal is set for students in the form of a role-playing game task;
- educational activity is subject to the rules of the role-playing game;
- educational material is used as its means, an element of competition is introduced into educational activity, which transfers the didactic task into a role-playing game task;
- successful completion of the didactic task is associated with the role-playing game result.

When using role-playing game technologies in lessons, the following conditions must be met [3]:

- 1) compliance of the role-playing game with the educational and training goals of the lesson;
- 2) accessibility for students of a given age;
- 3) moderation in the use of games in lessons.

The following types of lessons using game technologies can be distinguished:

- 1) role-playing games in the lesson;
- 2) game organization of the educational process using game tasks (lesson - competition, lesson - contest, lesson - trip);
- 3) game-based organization of the educational process using tasks that are usually offered in a traditional lesson;
- 4) use of a game at a certain stage of the lesson (beginning, middle, end; familiarization with new material, consolidation of knowledge, skills, abilities, repetition and systematization of what has been studied);
- 5) various types of extracurricular activities (excursions, evenings, olympiads, etc.), which can be held between students of different classes of the same parallel.

The most popular type of lessons using game technologies is role-playing.

Role-playing is a joint group game in which participants take on various social roles in specially created plot conditions [4].

Role-playing is one of the elements of psychodrama. Its participants perform various roles that are significant for them in real life [5].

It follows that role-playing is a kind of educational technique in which students, having chosen a role, must speak freely within the framework of given circumstances.

In a role-playing game, a significant restructuring of the student's behavior occurs - it becomes voluntary. In this case, voluntary is understood as behavior carried out in accordance with a model and controlled by comparing with this model as a standard. This means that in a role-playing game, the student does not feel the tension that he can feel with a normal answer, he is more relaxed and free.

This is why role-playing is so popular among teachers and students.

Thus, we note that the importance of game technologies is very great. Game pedagogical technology is a set of psychological and pedagogical methods, teaching methods, and educational tools.

A game is a special type of activity that is based on the interaction of an individual with specific people or a group as a whole based on creative, logical or other activity that helps to consolidate or improve a person's competencies, his personal creative abilities.

There are types of lessons using game technologies. The most popular type is role-playing. Let's consider the features of role-playing in the development of dialogic speech in foreign language lessons.

In the conditions of a modern school, methodologists and teachers are looking for opportunities to improve the quality and effectiveness of teaching a foreign language.

Such an opportunity is provided by a role-playing game [3].

It allows taking into account the age characteristics and interests of students;

- is an effective means of creating a motive for foreign-language dialogic communication;
- contributes to the implementation of an activity-based approach to teaching a foreign language, when the student is in the center of attention.

Communication situations modeled in a role-playing game allow speech activity in the lesson to be brought closer to real communication.

V. M. Filatova and O. L. Livenc identify the following components in the structure of a role-playing game [4]:

1. goals of the game;

2. content of the game;

3. a set of social roles;

Let us consider the listed components in more detail:

1) Goals of the game. A distinctive feature of communication organized by means of a role-playing game is its duality, that is, the division of the learning process. Consequently, the goals can be considered from different positions - from the position of the learner and the teacher. For the learner, a role-playing game is a game activity, its educational nature is not realized by him. The learner's behavior is aimed at achieving a direct goal, that is, at fulfilling the immediate task of the game. At the same time, for the teacher, a role-playing game is, most importantly, a means of managing group interactions of learners, realizing educational, general educational and upbringing goals [1].

2) The content of the game is the relationship between people that arise and develop during their communication. It models interpersonal relationships, its content reflects the relationship between group members in the process of their cognitive joint activity. This content is realized by means of specific educational material intended for actualization during the role-playing game, and development according to a certain plot.

3) A set of social roles. The central component of a role-playing game is a role, or rather a set of social and interpersonal roles, the performance of which by students involves them in the process of communication and mastering communication. The selection and distribution of roles is an important pedagogical technique, which presupposes the teacher's knowledge of the individual psychological characteristics of the students, their interests, capabilities and life experience. Only a creative approach allows the teacher to rationally distribute roles between students, keeping in mind the prospect of developing speech skills and the harmonious development of the individual. The theory of roles has acquired large dimensions in its development. At present, it is used in social psychology, sociology, play activities, and theatrical art [4].

### **CONCLUSION**

The purpose of a role-playing game is the activity being carried out. Being a model of interpersonal communication, a role-playing game causes the need for communication in a foreign language. From this position, it performs a motivational and incentive function.

The educational function is that a role-playing game largely determines the selection of language means, promotes the development of speech skills and abilities, and allows modeling students' communication in various speech situations.

The educational function says that role-playing games cultivate discipline, mutual assistance, activity, readiness to engage in various types of activities, independence, the ability to defend one's point of view, show initiative, and find the best solution in certain conditions.

### **REFERENCES**

1. Arefieva G. I. Group work in English lessons. / G. I. Arefieva // Foreign languages at school. - 2018. - No. 3. - P. 50-56.
2. Bezrukikh M. M. Pedagogical encyclopedic dictionary / M. M. Bezrukikh. - M.: Great Russian Encyclopedia, 2012. - 528 p.
3. Borzova E. V. Dialogic speech as a goal and means of teaching English in grades 5-6 / E. V. Borzova // Foreign languages at school. - 2011. - No. 2. - P. 43-40.
4. Budnichenko E. P. Teaching dialogic speech in English lessons / E. P. Budnichenko // Foreign languages at school. – 2011. – No. 3. – P. 58–60.
5. Weinburg M. L. TV show as a support for organizing role-playing games in the classroom / M. L. Weinburg // Foreign languages at school. – 2012. – No. 6. – P.-35–40.
6. Verbitskaya M. V. Methodological letter “On the use of the results of the Unified State Exam of 2016 in teaching foreign languages in secondary school / M. V. Verbitskaya // Foreign languages at school. – 2017. – No. 3. – P. 22–30.