



The role of communication in teaching foreign languages

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Summary: This article deals with the fact that communication is one of the priority means when learning a foreign language and communication in a foreign language, as a means and necessity of intercultural communication is laid down in the lessons of a foreign language.

Keywords: foreign language, intercultural communication, role-playing, conditions

The main method of teaching foreign languages, used in our time in schools, is the communicative method, and its main purpose is to teach speaking. Speaking is an extremely multidimensional and complex phenomenon. First, it performs the function of communication in the life of a person. Secondly, speaking is one of the types of human activity. Thirdly, it is important to remember that as a result of the activity of speaking, its product arises - the statement. Both as an activity and as a product, speaking has certain characteristics that serve as a guideline in learning, because suggest what conditions need to be created for the development of speaking, and are also criteria for evaluating learning outcomes. Learning to speak is realized through the formation of speech, or, in other words, communication skills. Any speech skills to be a condition of speech ability and to function as its basis must have a quality system. These include: automation, stability, flexibility, "consciousness", relative complexity, etc.

Learning a foreign language is intended to form a person who is able and willing to participate in intercultural communication. The focus of our attention is on the means of developing communication skills. However, at present it is possible to talk about a decrease in the motivation of students to learn a foreign language. That is why the formation of positive motivation should be considered by the teacher as a special task. As a rule, motives are associated with the cognitive interests of students, the need for mastering new knowledge, skills, and abilities. But the first and natural need for foreign language learners is communication. For the organization of a favorable climate, orienting students to



communication, it is necessary to choose such forms of lesson that will stimulate the activity of students.[9]

Non-traditional forms of classes are aimed at improving the effectiveness of students. The experience of school teachers and the research of innovative teachers have shown that non-traditional forms of lessons support students' interest in the subject and increase the motivation of learning.

The main advantage of non-traditional forms of lessons is the development and improvement of the socio-cultural competence of students, the expansion of knowledge of the cultural heritage of the countries of the target language compared to the basic level.

The urgency of using non-traditional lessons in the formation of communication skills lies in their effectiveness. By efficiency, we mean the ability of non-traditional lessons to involve all students in the learning process, since, as mentioned above, non-traditional forms of conducting lessons support students' interest in the subject and increase the motivation of learning.[9]

Communication is a necessary condition for the existence of man and, at the same time, one of the main factors and the most important source of his mental development in ontogenesis. Communication in a foreign language as a means and necessity of intercultural communication is laid in the lessons of a foreign language. Communication is a leading human activity, part of which is a role-playing game from early childhood, therefore, being social in its content, in its nature and in its origin, role-playing has an unsurpassed value in teaching a foreign language.

In modern pedagogy, plot-role-playing game is considered as a specific type of human activity aimed at reflecting the surrounding reality, in particular, the labor activity of adults, their life and social relations. The nature and content of the game are social in nature and determined by the specific cultural and socio-economic conditions of the child's life. Role-playing, as a method of teaching a foreign language, is also aimed at reflecting the surrounding reality and at reproducing social and cultural relations in another language.[9]

The game is a specially organized occupation that requires emotional and mental strength. The game always involves making a decision - what to do, what to say. The desire to solve



these issues sharpens the mental activity of the game participants. The same thing happens when using the role-playing method when learning a foreign language. In this type of activity there are rich learning opportunities.

The fact that the cognitive sphere of the child is being developed through the game: perception, memory, figurative thinking, language development is proven, but this situation can equally be attributed to the formation of speech skills in the teaching of a foreign language, because mastering the speech skills of someone else's language is similar to mastering the language skills of a native language.

Based on the game, a new type of activity is starting to develop - teaching. The game is, above all, an exciting experience. In the game, everyone is equal. She is able to even the weakest students. A sense of equality, an atmosphere of enthusiasm and joy, a sense of the feasibility of assignments — all this gives trainees the opportunity to overcome their shyness, which prevents them from using the words of a foreign language in speech, and has a beneficial effect on learning outcomes and not only on the initial stages of learning.[3]

Here you can even talk about first and second year students, when they get into a completely new social and social environment. Based on the peculiarities of the role-playing game for children of preschool and school age, one can speak about its value in the application in teaching foreign languages not only as part of the school curriculum, but also in teaching students and people of a more adult age category, which is actively used in international centers for foreign language.

If a game is considered as a person's self-expression, a way to improve it, then the use of this method in teaching will be justified for different age groups when teaching a foreign language. The game is one of the types of human activity. As a complex and interesting phenomenon, it attracts the attention of people of different professions, and, of course, it finds the widest application in teaching a foreign language, because, being an unproductive activity, the game has a motive that is not in its results, but in the process itself.

Motivation plays a great role in the organization of the educational process, because it is of great importance in the organization of the educational process, since it contributes to the activation of thinking, arouses interest both in the performance of a specific task and in the educational process as a whole. Accepting a role-playing game is the most powerful



motivating, satisfying the need of students in the novelty of the material being studied and the variety of exercises performed. In the process of role-playing, the fixation of linguistic phenomena in memory occurs most firmly, and the interest and activity of students increase.

The motivation of the educational process contributes to the activation of thinking, and the most effective learning method is role-playing. Similar to the fact that the motive that encourages a child to play activity is the inner need of the child to actively participate in the life of adults, students have an inner need to maintain certain social relations in which they enter into a role-playing game as part of the educational process. Role-playing game is a methodical technique that belongs to the group of active ways of teaching practical knowledge of a foreign language. Role-playing game is a conditional reproduction by its participants of the real practical activity of people, creates the conditions for real communication. The effectiveness of training here is due primarily to increased motivation and interest in the subject. Role-playing game motivates the generation of speech activity, since the trainees find themselves in a situation where the need to say something, ask, find out, prove, share something with the interlocutor is actualized.[3]

Mastering role-playing games in a foreign language lesson has a direct "outlet" on the realities of modern life, that is, prepares students for the situation of everyday communication in a foreign language environment. Currently, the use of role-playing games in a foreign language lesson to simulate a real communication situation is of great interest.

Being an educational model of interpersonal group communication, a specific organizational form of teaching oral-speech communication based on the communicative principle, role-playing games easily fit into the framework of a foreign language lesson and, among other things, give students a genuine sense of satisfaction and joy, since it is certainly held in friendly, creative atmosphere.

The freer the learner in a role-playing game feels, the more initiative he will be in communication, i.e., in practical application and improvement of speech skills. Over time, he will have a feeling of confidence, the ability to deeply and with interest master a foreign language and form communicative competence. As a modern pedagogical phenomenon, the role-playing game is an innovative technology, which is both the goal and means of learning a foreign language.



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