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ROLE-PLAYING METHOD IN TEACHING ENGLISH AS SECOND LANGUAGE FOR ADULTS

Turdiyev Islomjon Mamadaminovich⁴⁷

Abstract

The study's main goal is to highlight the importance of role-playing exercises in the development of children's English language skills. This study will examine teachers' knowledge of role-play activities before delving into extensive descriptions of the activities and how they can be used to build and improve learner's English language skills, as well as the obstacles that instructors experience when conducting the activities. This research uses a qualitative method. The researcher has conducted a semi-structured interview with English teachers of Alisher Nava'i University of Uzbek language and literature. A set of 10 questions based on the research question is used as the research instrument.

First and foremost, this research aims to assist teachers in planning and implementing role-playing events with university students. The results reveal that the teachers are knowledgeable with the role-play method and have been using it for some time. The findings also suggest that the role-playing strategy can aid students in learning English as a second language. This research also assists teachers in better understanding and reflecting on previous role-play sessions, as well as identifying difficulties and strategies to address them and improvise for better outcomes. As a result, this research aids readers in comprehending how role-playing activities are related to students' growth, particularly in society, and the ideal strategy for guiding students learning English as a second language.

Keywords: *English as second language, role-play, adult education*

Introduction

The 21st Century Skills Early Learning Framework (PA21 ELF) emphasizes ten basic approaches to help youngsters learn to support the delivery of ideal 21st century early learning encounters and past experiences (Scott, 2017). Learner-centered, whole-child focus, cooperative learning, blended approach, flexible attitude, differentiated instruction, formative assessment, consistency, and merged learning domains are among them. According to the techniques, the learning environment is vital to consider since it has a big impact on how children learn and develop. Safe, diverse materials, nurturing learners, a focus on the student, and a range of activities are all characteristics of an engaging

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setting. When researching university programs, it is discovered that the primary goal of such activities is to improve adult English skills. The activity can give good learning opportunities for learners, particularly in terms of helping them learn new vocabulary. (Mohd Yusop et al., 2018), improve their speaking abilities (Mohamad Albaree Abdul et al., 2019), familiarize them with the language (Masnan & Mohd Radzi, 2015), Character and values formation in the creative process (Mamat & Asong, 2014) and enriched environment with supervision of the teacher (Craciun, 2010).

Statement of Problem

One of the key problems in conducting role plays is that a teacher can lose control of the lesson. It is quite difficult to ensure that all learners maintain the intended language focus (Masnan & Mohd Radzi, 2015). "In Uzbek classrooms, students may choose to use their native language for discussion purposes, thereby failing to achieve the goals of using role-play to develop speaking skills" (Shangeetha et al., 2010, p. 16). Apart from that, in some cases, the students may refuse to participate in the role-play or play with the character or circumstance, causing the role-play to fail. As an instructor, it is not easy to guarantee the participation of all students in a lesson of 25 or more people. Livingstone (2004) argues that role-playing games require an inordinate amount of classroom time. The students should be close to the idea of the role play and sufficient time is needed for input after the role play. Anyway, short, basic role-playing games last about 20 minutes. With a 80-minute English lesson, there should be enough time for a lecturer to introduce the role-play and give short feedback a little later. Therefore, time management could be a problem that can be overcome. In addition to time management, some researchers state that the organization of role-playing can pose some problems, such as: B. Poor organization of the classroom and high noise level. In any case, many role plays do not require many gestures on the part of the students (Williams Siegfredsen, 2017; Livingstone, 2004). You could represent the parts in their places. Even if the role-playing game requires a lot of space, it is enough to dismantle the table and chairs. If the noise from students is "healthy," meaning that "it is not a big problem since the students are performing the intended task" (Shangeetha et al., 2010, p.17). However, the instructor must ensure that noise levels are kept to a minimum so as not to disturb other classes.

Research Objective the following objectives are identified as the framework for this study. This study will highlight three objectives:

- i) To be aware of the teacher's knowledge about role-play in teaching English as Second Language in adult education.
- ii) To observe whether role-play influence students' ability in speaking English as Second Language in adult education.
- iii) To observe the problems faced by the teacher when using role-play method in helping students learn English as Second Language in adult education.

Literature Review

There are few theories which are mentioned and supported this take a look at which might be Spolsky's General Theory of Second Language Learning, Theory of Constructivism, Social and Cognitive Development Theory.

Spolsky's General Theory of Second Language Learning

This model represents the 'general second language learning hypothesis', which embodies the researcher's theoretical views on the general relationship between relevant components, individual learner contrasts, learning opportunities and learning outcomes. So it is an ambitious model; within the amplitude phenomena it seeks to clarify (Dulay and Burt, 1974). The rectangular boxes show the components that the researchers believe are most important for learning, ie where diversity can lead to contrasts of winning and losing. The arrows connecting the different boxes show the directions of influence. The substance of the various boxes is incredibly characterized by a series of interactions that make language learning more or less likely. These summarize the results of a stunning body of empirical research on language learning, as translated by Spolsky.

Theory of Constructivism

Jean Piaget supposed that it is needful for children to do what they are willing to learn so that they can build knowledge (WilliamsSiegfredsen, 2017). They need real and relevant experiences, with a lot of handling, direct contact and playful engagement with materials. Constructivism emphasizes the idea that human learning unfolds in the sense that learners construct new information based on past learning, and below are the benefits of constructivism (Bada & Olusegun, 2015). Social and Cognitive Development Theory Vygotsky's social and cognitive development theories interact and build upon one another. He believed that learning

takes place in the real social world when there are interactions between children and adults playing and learning together. (Williams Siegfredsen, 2017). One of the most important concepts in this theory is the Zone of Proximal Development (ZPD), which states that the distance between the most challenging task a learner can accomplish alone and the most challenging task a learner can accomplish with the help of an adult or with help an adult can cope with another learner.

The region of proximal development (ZPD) has been characterized as the gap among the actual developmental stage as determined through self-sufficient trouble tackling and the extent of capacity development as determined via trouble tackling underneath grown-up steerage or in collaboration with greater in a position peers. This system is known as scaffolding. His theoretical framework is primarily based totally upon his conviction that social interplay performs a critical component inside the development of cognition (Mohamad Albaree Abdul et al., 2019). It is essential that grownups operating with younger youngsters spend time questioning cautiously across the nature of outside encounters.

METHODOLOGY

Research Design

The qualitative, interpretive approach was chosen for the present study because it was considered important that the role-play activities in teaching English as Second Language in early childhood education should be examine through the process of gathering “thick description, acknowledging contradiction, ambiguity, inconsistency and situation-specific factors” (Carr, 2001, p. 13) as a result of obtaining the “informed and patient cooperation of people who know the setting” (Walsh et al., 1993, p. 472).

The use of an alternative approach is particularly appropriate in the early childhood setting because, as Walsh et al. (1993) also point out that interpretative research occupies an important place in research on early childhood education. It has the potential, in the negotiated and collaborative relationship between the researcher and the researched, to give voice and visibility to those groups, learners and practitioners who have historically been silenced and isolated.

Research Sample

The selection of the sample as a respondent is using the purposive sampling method that is the characteristics of the respondent required for

this study has been determined. The characteristics are that university teachers consist of male and females. Have at least a master's degree of academic achievement and have at least 2 years of teaching experience. From the predefined features, respondents will be selected using simple random sampling, which gives all respondents the same opportunity to be selected. The selection of the sample only focused on university teachers is based on the fact that the respondents already have knowledge and experience as well as long exposure related to role-play activities in teaching English as a Second Language in University Education. Therefore, the researcher is confident based on the position of the sample, the appropriate data can be obtained and reliable.

Population involved in Research

The observation population consisted of 21 university professors from the city of Tashkent. A total of 5 teachers were used as a study sample. This amount exceeds 24% of the total population. In research methods theory, it is better to have more numbers so that you can have more confidence in the study results and reduce sampling errors.

Research Instrument

Research instruments are measurement tools for collecting data to meet the needs of research. In this study, a set of semi-structured interview questions are used as tools to collect the data needed. The interview questions are designed based on the research objectives. The selection of language will help to ensure the effectiveness of interview session and the ability to gain more information for the study (Chua, 2014).

Method of data collection

Most case studies are qualitative in nature though the scientist employs mixed methodology and strategies. Well-designed qualitative study is typically small, the info are detailed and also the methods utilized are to find the which means of the content and to answer the analysis queries (Best, 2016).

Within the method of grouping data, it's vital to possess an honest access with the community or study location and to make a good rapport so the respondent will offer good and helpful data for the study (Othman Lebar, 2015). During this study, the methods of data collection in this study concerned semi-structured interview. The scientist follows the method of conducting analysis to get the info that meet the requirements of the research questions.

Data Analysis methodology

In fulfilling the analysis questions, info} collected were any analysed supported different methods of analysis. Qualitative analysis and interpretation are the method of constructing sense of our collected data (Best, 2016). Analysis permits investigator to kind and summarize data from qualitative measures equivalent to interviews and observations.

Qualitative analysis can provide wealthy information regarding your sample. The records of the interview was analysed by mistreatment thematic analysis. The collected data from the interview session ought to be organized consistently (Chua, 2014). The transcript is listened thrice to seek out the themes involving the research. Thematic analysis involves characteristic the most ideas or themes of the participant's responses or behaviours and then grouping common themes along and also the steps to thematic analysis.

CONCLUSION

This take a look at enables greater role-play sports to be performed in college level. The take a look at knowledgeable us that the academics are conscious and feature know-how approximately role-play method. Despite the demanding situations faced, they discover their approaches to triumph over the demanding situations and discover room to enhance themselves alongside the way. This take a look at concludes that role-play sports certainly enables beginners to analyze English as Second Language. Hence, this take a look at enables reader to recognize that role-play sports are associated to learner's improvement in particular in social, emotional, bodily and cognitive of the beginners and the excellent method to manual the beginners analyze English as their Second Language. This take a look at in wish to construct a technology in step with the desires of the National Education Philosophy which goals to provide a balanced person in phrases of intellectual, spiritual, bodily, emotional, and social beginning from the beginning

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IMPLEMENTING CREATIVITY AND INNOVATION INTO TEACHING PROCESS

Roza Turdieva⁴⁸

Annotation

Teaching and learning, notably in the social sciences, are based on creativity and innovation. Creativity and originality pique the attention and motivation of English learners as well as English teacher-trainees, resulting in learning. Gone are the days when a professor gave a lecture while standing behind a rostrum in a large lecture hall in a one-way communication mode, where his/her words were words of God and students sat quietly embracing his/her words, busy taking notes; those days are long gone, and they have been replaced with more innovative and creative ways of disseminating, sharing, and facilitating knowledge development in students.

Key words: *English learners, creativity and innovation, teaching process, essential skills*

Creativity is widely accepted in the academic literature as the capacity to develop innovative, high-quality, and task-appropriate outputs [Kaufman, Sternberg, Pretz, 2002]. It was Cropley and Cropley that coined the term "generation of effective novelty" to describe this phenomenon. Innovation relies on fresh ideas and activities. One cannot push the edge of possible without first accomplishing the unachievable. In his forthcoming book, *The Innovation Book*, Max McKeown makes the following statement: There is no better place to be than in the center, but it is only temporary.

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