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DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN ENGLISH LESSONS THROUGH ROLE-PLAYING IN THE MIDDLE GRADES

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In modern society, learning a foreign language is an important component of education. According to the new requirements of the state standard of education in the Republic of Kazakhstan, one of the main priority is the communicative orientation of the educational process. This is crucial because the formation of a personality capable of organizing interpersonal interaction, solving communicative tasks ensures its successful adaptation in the modern sociocultural space, as well as in the preparation of a competitive personality. A significant source of this process can be the features of intercultural communication, self-realization and development in life situations, which are included in the communicative competence. Speech competence means "the aptitude to converse". Such competence can be orally, in writing, or even non-verbally. However, it is a comprehensive term covering language proficiency in addition to the ability to use language in everyday real-life situations to meet societal needs.

An intensive means and method of communicative orientation at English lessons is role-playing, because during the game, students act independently, find new solutions, gain confidence and express their own opinions. And also, the game promotes the formation of volitional qualities, organization, self-discipline and creative initiative.

Richard Courtney considered that play, action, and thinking are related. This statement is justified by the fact that with the help of these mechanisms a person tests reality, gets rid of his anxieties and thus learns his environment. [1].

Hence, RPG is an action in that a child freely expresses himself or herself through a character whose actions are closely related to a real-life situation.

The advantage of role-playing compared to other communicative exercises is that role-playing involves imitating reality to a greater extent in its main features, increasing personal involvement in everything that is happening. By participating in role-playing the basis of communicative skills is laid, which allows for foreign-language communication in the classroom, which is the main task of foreign language teaching [2].

An objective of the teacher in the lessons of a foreign language - to enhance the quality of communication competence in a foreign language, the progress of students' communicative ability in a foreign language at the intercultural level.

By analyzing the works of O.B. Sharanova and E.Yu. Pogozheva we came to the conclusion that the formation and improvement of communicative competence occurs in the formation of its following components:

Speech competence. This process takes place in the improvement of communicative skills in the four main types of speech activity, as well as in the ability to plan their speech behavior.

Discursive competence, consisting of the ability to correctly construct the statements in compliance with the given communication situation.

Language competence, which includes phonetic, lexical and grammatical dimensions of language, as is the ability to develop the skills of operating language units for communicative purposes [3];

Psychologists note that the behavior of children of primary school age is characterized by high activity and mobility. Children of this age are free, relaxed, relate with interest to game forms of work, love to perform various roles of people they see around them, roles of fairy tale characters. Pupils of this age group have an intensive development of reproducing imagination, their imagination becomes capable of bringing to life what is received from outside in the form of descriptions, creating vivid images of what they see and hear. It is these age features of students 7-11 years old that allow the most successful and intensive use of role-playing and assignments in the younger grades.

On the basis of the above, we can conclude that the role-playing is a learning activity, which is aimed at solving three main tasks - linguistic, communicative and active.

The most often used in the learning process are moderately controlled role-playing, free-playing and scenario role-playing:

Moderately controlled role-playing is a game in preparation for which participants receive a general description of their roles, based on which they prepare their individual role assignment. On the one hand, students are expected to improvise; on the other hand, they must adhere to a certain.

Free role play is a play in preparing for which students are given a circumstance to communicate. The participants themselves choose the vocabulary, the communication form and the progression of events. Thus, this type of game serves to form individual and group skills of independent work on the subject.

Scenario games - participants independently assign their roles. The teacher only stipulates the topic and acts only as a spectator and evaluator. During the presentation of the role-play each of the students can change any of their statements at will, thus introducing an element of surprise and improvisation into the role-play [4].

A number of types of role-play preparation exercises are available.

For insecure students, "warm-up" exercises of a pantomimic nature can be used to make students feel more at ease with their peers. These can be exercises like:

- Imagine you are caught in a heavy rain and don't have an umbrella;

- show the class how you try to carry heavy boxes; show how you carry groceries from the store without a bag.

At the end of the exercises, you can ask the students to prepare a short story reflecting their feelings and reactions in similar situations.

After the "warm-up" exercises we can proceed to conducting role-plays, which can be carried out at different stages of the lesson.

Role-playing game "Travel agency. Journey to France".

Objective: To clarify and expand children's ideas about tourism. Formation of children's ideas about the work of a travel agency through a role-playing game.

Objectives:

1. Educational:

- To expand children's ideas about tourism and the work of a travel agency;

- To consolidate children's knowledge of tourist business professions: agency director, tourism manager, tour operator, cashier, tour guide;

- To improve the ability to conduct a role dialogue in accordance with the game plan;

- Strengthen the knowledge of Paris, the capital of France.

2. Developing:

- To enrich the vocabulary: travel agency, booklet, clients, hotel;
- Activate children's vocabulary: agency, manager, tour operator, cashier, tour guide, tourist;
- To develop dialogical speech;
- Develop memory, attention and curiosity.

3. Educational:

- To bring up friendly, kind relationships of children in the process of the game;
- To cultivate a respectful attitude to the work of adults.

The participants assign roles: tour managers, tour operators, cashier, tour guide, tourists (clients), pilots, stewardess. Each student thinks up his or her actions and dialogues according to the chosen role. For example, the tourism manager meets the clients and offers to decide the itinerary; the stewardess offers to choose the menu on the plane.

The result of this game demonstrated that the pupils enjoyed playing these roles, trying to use their dialogic speech more precisely and correctly in interaction with other pupils.

After the game it was necessary to give feedback to the children, to evaluate positively their desire to agree, to give in to each other, to solve problem situations alone or with the help of an adult. It is necessary to specify in children their attitude to the game, to the role played and who they would like to be next time.

To summarize, it should be emphasized that role-playing is an effective method of developing communicative competence of students. Thus, the lesson in the form of a role-play, aimed at the development of communicative skills, is quite effective and reflects the general concept and the need of modern Kazakh teaching.

Literature

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