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# Role-Playing Games in Teaching a Foreign Language

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**Abstract:** The relevance of the use of games in the methodology of teaching foreign languages determined by the complexity of the problem under consideration. The game is a strong motivating factor that satisfies the need of students not only for the novelty of the material studied but also for the variety of exercises performed. Recently, in the learning process, along with traditional classes, teachers are actively introducing gaming technologies, such as role-playing games, which belongs to the group of active methods of teaching practical knowledge of a foreign language.

**Keywords:** role-playing game, the teaching methodology, a creative activity, different situations, German.

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**Basic requirements for a role-playing game.** The role-playing game is also good because in its process, students not only pronounce the words of the role, but also perform the corresponding action, which, by its naturalness, helps to relieve the tension that usually occurs now of speech. The role-playing game built on the dialogic speech of students. Mastering dialogic speech carried out in three stages

1. Mastery of dialogic units
2. Mastering micro dialogues
3. Creation of own dialogs of various functional types. Role-play used in each group.

Therefore, we can say that learning games (lexical, grammatical, and role-playing) are a strong motivating factor in the process of learning a foreign language. The game contributes to the consolidation of linguistic phenomena in memory, maintaining the interest and activity of students, the emergence of a desire among students to communicate in a foreign language.

**The use of role-playing games in teaching German.** To organize communication within the framework of a role-playing game, it is necessary to form these skills in the real conditions of the educational process. For this, training exercises are used.

1. Exercises to train students in the ability to respond to the proposed statements. They are designed to develop the ability to use clichéd phrases equivalent to Russian or English “Yes”, “No”, “Is it?”, “Really”, “How interesting!”, “I think that ...”, “In my opinion”, etc.

*Redemittel, die für die Diskussion notwendig sind.*

*Eigene Meinung:*

*Ich meine (denke), glaube, dass...*

*Meiner Meinung nach...*

*Ich bin überzeugt, dass...*

*Zustimmung:*

*Damit bin ich einverstanden.*

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*Das ist auf jeden Fall so.*

*Widerspruch:*

*Ich bin nicht überzeugt davon, dass....*

*Da bin ich (ganz) anderer Meinung..*

*Zweifel:*

*Da bin ich mir nicht sicher.*

*Ich weiß nicht, ob...?*

2. Exercises for training schoolchildren in compiling micro-dialogues in pairs, within the framework of the proposed situation.

*Lehrerin: Stell dir vor, dein Freund hat heute Geburtstag. Gratuliere dem Freund und schenke ihm dein Geschenk.*

*Schüler 1: Lieber Wowo! Ich gratuliere Dir zum Geburtstag. Hier ist mein Geschenk.*

*Schüler 2: O, danke schön! Was kann das sein? (unfolds the paper) Das ist ein Album. Ich male gern.*

a) Exercises for training etiquette expressions.

*Lehrerin: Ira, du hast eine interessante Idee. Sage darüber deiner Freundin. Sei aber sehr nett und höflich.*

*Schülerin 1: Guten Tag, Lena! Wie geht es Dir?*

*Sch. 2: Danke schön. Es geht mir gut.*

*Sch. 1: Lena, wollen wir zusammen lesen?*

*Sch. 1: Das ist aber fein!*

b) Exercises aimed at developing telephone conversation skills.

*Lehrerin: Olja, stell dir vor: du hast eine gute Idee. Rufe bitte Maschaan und sage darüber.*

*Schülerin 1: Hallo, Mascha! Hier Olja!*

*Sch. 2: Guten Tag, Olja!*

*Sch. 1: Wie geht es Dir!*

*Sch. 2: Sehr gut, danke. Und dir?*

*Sch. 1: Prima! Ich habe eine gute Idee. Komm zu mir! Wollen wir zusammen Schach spielen!*

*Sch. 2: Das ist nicht dumm!*

*Sch. 1: Also, bis bald!*

*Sch. 2: Tschüss!.*

3. Drawing up dialogues based on keywords and expressions within the proposed situation (for students with a sufficient and high level of learning). The theme is "Wir bereiten uns auf eine Deutschlandreise vor". Situation "Im Kaufhaus" Stellt bitte einen Dialog zwischen der Verkäuferin und der Kundin (dem Kunde) zusammen- Nehmt die folgenden Wörter und Aussagen zu Hilfe:

*Verkäuferin: wünschen Sie? Welche Größe, Farbe; leider nur in Rot;anprobieren, der*

*Kassenzettel; an der Kasse zahlen.*

*Kundin: ich möchte...; Größe, Farbe; ausprobieren, ... passt mir; ...steht mir; hübsch; Was kostet das? nehmen (kaufen).*

4. Drawing up small polylogues. Students work in groups of 3 - 4 people, while achieving full interaction of partners.

(Each student received a card with a description of his role and with the words and expressions necessary for this role). For verbal communication in the lesson, the class divided into groups and each group offered different situations within the framework of the topic being studied, which allows students to better learn lexical and grammatical material. The students given the task to listen carefully to the answers of their comrades and fix the mistakes on the sheets of paper or in memory. Often, envelopes with role-playing situations are prepared for the lessons of generalizing repetition (final lessons). Children take envelopes, read the situation and immediately begin to prepare. Then the people all at the same time finish preparing for the role-playing game and receive the following task: listen carefully to the answers of their comrades; fix their mistakes on the pieces of paper. After that, the children go to the middle of the class and conduct a role-playing game.

Working with students in the middle stage of learning, the following situations used (for the subsequent role-play):

1. *Von deinem deutschen Freund hast du erfahren, da? Schulsystem in Deutschland anders ist. Interessiere dich bei deinem Freund für Schulsystem in Deutschland!*

a) *Wieviele Stufen hat Schulsystem in Deutschland?*

b) *Welche Unterschiede hat die Grundschule in Deutschland?*

c) *Was sind die Hauptschule und die Realschule in Deutschland?*

d) *Was ist das deutsche Gymnasium?*

2. *Deinem Freund ist es interessant, womit du und deine Mitschüler sich in den Deutschstunden beschäftigen. Teile ihm davon mit.*

a) *Was machen sie in den Deutschstunden?*

b) *Wie oft habt ihr Deutschstunden?*

c) *Was meinst du: Ist es wichtig, eine Fremdsprache zu kennen? (Beweise es)*

d) *Was machst du besonders gern in der Deutschstunde?*

a) *Wohin willst du reisen?*

b) *Welche Hobbys haben deine Bekannten?*

3. *Du bereitest dich auf eine Deutschlandsreise vor. Interessiere dich bei deinem deutschen Freund, was ist es besser, mitzunehmen.*

a) *Welche Kleidungsstücke braucht man auf die Reise?*

b) *Womit ist es besser zu fahren?*

c) *Welche Reiselektüre nimmt man gewöhnlich auf die Reise?*

d) *Braucht man einige Lebensmittel mitzunehmen? Usw.*

5. At the advanced stage, role-playing games of an imitation nature are used. These can be for example, role-playing games: "Press conference" on specific technical topics, reporting from

the scene, simulation business games, as well as discussions on various issues. So, when conducting the role-playing game "Press Conference", one of the participants voluntarily (or is determined by the teacher) takes the role of a celebrity, and the rest of the students are journalists of well-known television and radio companies. The students seated as they are at a press conference. All journalists with notebooks and pencils. Each journalist has a card on his chest with the name and broadcasting company. Such a small prop allows you to create an atmosphere of the scene of the role-playing game and contributes to the development of the communicative focus of the lesson.

Thus, role-playing is one of the most effective methods of implementing the communicative principle in teaching a foreign language. Role-play is learning by doing. Role-playing is highly motivating because it contains an element of play and an unpredictable denouement. In addition, students see the possibility of applying the situation played out in a role-playing game in real life, which cannot be given by mechanical training in the use of lexical units and grammatical structures. During the role-playing game, there is an emotional upsurge, which has an extremely positive effect on the quality of learning. The superiority of the game over other means of learning found in the fact that it is able to provide not only individual, but also pair, group and collective forms of work for classes with students.

Analyzing the above, we can say that role-playing can be one of the ways to reinforce the new words learned, improve listening skills and work in pairs, and maintain interest in the German language. In our opinion, the language material in training exercises assimilated more effectively, while students do not make any effort. According to students, the game completely changes their attitude to a particular phenomenon, fact, and problem and contributes to the development of relevant skills. We noted that when studying a complex grammatical topic using elements of the game and game technologies, students who initially had difficulty in this matter, by the end of the lesson, fully mastered the grammar and correctly completed the tasks.

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