



TO ENHANCE THE SPEAKING SKILLS OF ELEMENTARY SCHOOL STUDENT THROUGH ROLE PLAY.

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Abstract: Role Play activities can enhance and develop young learner's speaking and reading skills. Speaking is one of the most important skills that should be developed along with other language skills, but it is also one of the most important skills in the process of socialization and communication. It is an indispensable condition for the development of the ability to pronounce words such as The sample group of 3rd classes graders in the research project included 30 English language learners. One class of the 3rd grade was selected, 15 of them were the experimental group, and the other 15 were the control group. For a month, the experimental group was given daily scheduled role-playing sessions and accepted. The main difference between the control and experimental groups was recorded during the repeated tests conducted on all students of the two classes. The experimental group demonstrated a good ability to speak English as a second language. This finding has important teaching implications for ESL. At the end of the study, the students in the role-playing group were found to have made significantly greater gains in their speaking skills than the students in the control group. The role-playing group also reported higher levels of confidence and motivation in their speaking abilities. The findings of this study suggest that role-playing is an effective way to enhance the speaking skills of elementary school students. Role-playing provides students with opportunities to practice speaking in a safe and supportive environment, and it helps them to develop the fluency, accuracy, and confidence they need to communicate effectively in English.

Annotatsiya.

Rolli o'yinlar dasturlari ilk maktab yoshidagi o'quvchilarning gapirish va o'qish ko'nikmalarini rivojlantirish uchun juda samarali metodlardan biridir. Gapirish ko'nikmasi eng muhim til ko'nikmalardan biri bo'lib, bu boshqa til ko'nikmalarini rivojlantirishda asos bo'ladi. Gapirish ko'nikmasi ijtimoiylashuv hamda boshqalar bilan aloqaga kirishishda eng kerakli ko'nikmadir. Rolli o'yinlar ikkinchi til o'rganuvchilarining ham til ko'nikmalarini sezilarli darajada oshiradi. Tadqiqot ishlari olib borish uchun 3 sinf o'quvchilaridan bir guruhi tanlab olindi va ikki guruhga nazorat guruhi va tajriba guruhiga 15 tadan qilib ajratildi. Bir oy davomida belgilangan jadval asosida darslar olib borildi. O'quvchilarni ikki guruhga bo'lishdan oldin 30 o'quvchi test qilib korildi va bir oy davomida tajriba guruhi bilan rejalashtirilgan rolli o'yinlar dasturlari asosida darslar olib borilgach qayta test o'tkazildi va chiqqan natijalar taqqoslab korildi. Natijalar orasidagi farq esa sezilarli bu esa tadqiqot loyihasi uchun muhim topilmadir.



Kalit so‘zlar: rolli o'yinlar, usul, tajriba guruhi, yosh o'quvchilar, talaffuz qilish, nazorat guruhi, assosiy til qobilyatlari, ikkinchi til, texnologiyalar, ESL.

INTRODUCTION. The purpose of this article is to demonstrate that when early childhood students understand the value of role-play programs and the variety of demonstration programs planned for young educators, all students in their classrooms can benefit greatly from the program. Young ESL learners, in particular, benefit significantly and effectively from such programs, as role play programs help young ESL learners improve their thinking skills as well as their speaking skills. It is these skills that role-play programs help to use in a second language, and to facilitate the language skills of young language learners, that is, to learn a second language or a new language. Today's globalization and technology and technologies In the 20th century, learning new foreign languages and developing the skills to speak and pronounce words like native speakers is one of the most necessary and important skills for primary school students. Until now, a number of studies have been conducted by researchers and qualified students to develop the speaking skills of young ESL learners and improve their pronunciation, and various methods have been created. And each method and technology has been thoroughly re-examined, and among these, role-play programs have been recognized as a very powerful tool in developing the speaking skills of young ESL learners.

METHODS. Role-playing games offer interactive, visual and immersive methods for the development of active reading in elementary school teachers. Short stories or texts selected according to the interests and age and gender of the students can attract the student and focus his attention on the words of the text. A text or story at the level of elementary school students, free of simple and complex words, is easy and convenient for them to understand, and this also serves to increase their motivation to study. A well-chosen text serves to increase the interest and activity of elementary school students in lessons. Only if the read text is easy and understandable for him, he will pronounce the words in the text without difficulty and will be able to express the received information in his language. And in this way, the students will gradually turn their passive knowledge into active knowledge, that is, they will re-present the information they received from the text in their speech. role-playing method is not only a simple method used to get grades in classes for elementary school students, but later it helps students to behave in public, to speak beautifully, to pronounce words freely and fluently.

RESULTS AND DISCUSSION.

The goal of this research initiative was to learn how elementary school students can develop the speaking skills of English learners as a second language in the end of role-playing games. Correct pronunciation is the associal language ability of each young student, which is important for the development of their own language skills. The researchers researched this survey to show how a reasonably planned role-playing game curriculum can attract students to their trust so that it serves to gain a deeper understanding and easier mastery of the English language. If one of the main language skills has developed speech, it should also strengthen other language skills: listening, reading, writing. This makes it easier for students to learn English as a second language and serves to improve their knowledge of English.

This research work is quantitatively manifested in the conduct of the analysis and the experimental table before and after the main test. In the framework below, the experimental

group is subject to treatment or strategy, while the control group does not receive treatment. At the beginning of the study, first a class was selected, the students were given a short text and observed to read it and give a short speech based on the text. According to the results obtained at the beginning of the study, it was found that the difference in the results of each student was not significant. Then the class was divided into 2 groups, one group was experimental and the other was the control group. A short story was chosen that was suitable for the age and interest of the students. Both groups were monitored for a month.

Verbal expression of thoughts based on stories can increase the speaking skills of young teachers faster. In the following experimental process, it will be seen that it is possible to increase the language skills of young school teachers in interactive ways.

1. Choosing a song. Choose texts that are not difficult and small in length to increase the interest of the student, taking into account their age.

2. Pre-listening exercises. Explain the topic of the text to the students, discuss the dictionaries.

3. During active reading, read the text, encourage the students to follow you and correct pronunciation, control that they read the text again without mistakes.

4. post activity. Ensure that the students give their own speech based on the text after they are sure that they have fully understood the text.

It is effective to start with role-playing games based on different texts to build the speaking skills of elementary school students, this method also keeps young English language learners interested in the language, and the text selected according to their age does not cause them to get tired and lose motivation.

At the end of the month, each student in the experimental and control groups was tested and compared to the results at the beginning of the study, the test results showed that the students had positive growth or lag in their studies. These characteristics will not be discussed in this article, since these results are valuable for both groups. The process was considered unnecessary due to the small and small results and each insignificant difference during the study. Instead, an average summary report was made for the entire sample and significant results were obtained. Students were able to transfer written speech to oral speech and pronunciation errors decreased. common means for groups gave the following results.

Table 1: Listening skills: Means for experimental and control group

Experimental & Control groups	Pre-test listening skills				Post-test listening skills			
	EG		CG		EG		CG	
Points	15		15		15		15	
	Students				Students			
5	3	20%	2	13%	5	34%	2	13%
4	4	26%	5	34%	8	53%	5	34%
3	5	34%	6	40%	2	13%	7	47%
2	3	20%	2	13%	0	0	1	6%
Average level of mastery in (%).	33%		35%		50%		36%	

By comparing the results of the post-test, the results were compared and the level of growth



was determined. These results show that the students of the experimental group had a 14% (1.4 times) increase in learning compared to the students of the control group.

In general, it is very effective for ESL students to conduct lessons based on various role-play programs for elementary school-aged English language learners. Even these role-play programs are in English. can also improve the academic performance of non-native ESL learners.

Conclusion

In summary, the results of this research project show that role play programs can be useful for young English language learners to develop their speaking skills and correct pronunciation of words. By introducing it into the early childhood education program, teachers can see their students' interest in language, their desire to learn the language increase, and their motivation increase. It is selected according to the level and age of the students. through text, teachers not only develop the reading skills of young students, but also develop their speaking skills at the same time.

In addition, during role-playing, students develop their critical thinking and imitation. They also increase their abilities. In this way, English language skills are gradually developed in young schoolchildren. Various reading techniques are currently being used, which are observed to have a significant effect in increasing language skills and knowledge of young English learners. However, they only serve to develop one language ability, but Role-Playing Games programs are not focused on growing only one ability, this method serves to increase reading skills, correct pronunciation and speaking skills at the same time. With this, the students' time is much saved and they increase their language skills without excessive difficulties and stress.

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