

The goal and objectives of role play.

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Abstract

The purpose of role play is to help trainees foster their language and communicative skills as they stimulate trainees' interaction in meaningful and early realistic situations. There are different types of role plays ranging from a mini-dialogue to a "scientific conference". (T.I. Ignatova). Actually the objective of this abstract is to share the experience how a role play "Making the Presentation" can be effectively used as a useful activity in training translators and interpreters. The "Translation Course" curriculum includes "General English", "Specialist (Business) English", "Translation Theory and Practice", "The Language of Meetings". These subjects are aimed at developing four language and especially oral skills. It is really challenging since our trainees have neither English speaking environment, nor many overseas people to communicate. The emergence of foreign firms and joint ventures as well as some foreign English experts are the factors that motivate our trainees to learn as foreign language and develop communicative skills. To help them effectively do it, I have been searching for the adequate activity. My four years' practice of teaching prompted the role play "Making the Presentation".

Key words: practice, teaching prompted, role play, maximize

The goal and objectives of this role play. The topic of the role play is "Hotel". The primary objective of "Making the Presentation" is to maximize the trainees' creative involvement. They decide what kind of a hotel they want to present. They prepare posters, draw the pictures of hotels, the charts, prepare the descriptions, etc. That will enable the presenters to convince the "inventors" to spend their money on the building of this hotel in the area. The other objective is to help the trainees learn more about the culture of business communication. They get to know the language of meetings (presenting argument, agreeing and disagreeing, interrupting, clarifying, etc) and get acquainted with the cultural norms of behavior as well as cross-cultural and cross- linguistic interpretation of gestures and body language. One more objective is participation of all the trainees and the opportunity of switching roles of presenters, interpreters and investors.

The success of this role play demands a long and very careful preparation, which includes the following:

I. a) learning general language vocabulary through mini-and long dialogues, composing trainees' own dialogues and acting them out. These dialogues are based on special real situations: making a hotel reservation, checking in, checking out, discussing rooms, hotels, their location, facilities, price, services, making a complaint. We also use monologues: description of a hotel, recommendation of a hotel, etc. as a preparatory stage for the presentation.

b) learning specific (specialist) language vocabulary. Through oral and written exercises based on topics "Investment", "Money", "Marketing", "Finance", "Business Letters", etc.

c) learning the language of meetings and paralinguistic and non-linguistic elements as pitch, stress, intonation as well as gestures, body language and facial expressions.

d) developing translation skills through the following mini role plays: either two teachers or a teacher and a foreign expert stall conversing on different real situations connected with the topic "Hotel" and trainees are asked to translate these spontaneous conversations.

II. a) the trainees get their tasks and roles and clearly understand them.

b) they prepare their projects of hotels.

c) they prepare the definite setting (a. round table, pictures, posters, brochures, charts, slides and transparencies, sometimes they even present the results of small opinion polls drinks and refreshments for breaks, etc.)

If everything thoroughly prepared the procedure is not complicated. On the appointed day (class) the presentation takes place. The trainees in turn act out the roles pp. presenters, interpreters and investors. The

teacher chooses two students to watch the time and to inspire or make presentations more active if the students slowdown. The role of the teacher is an “investor”. After the discussion all the projects the trainees choose the best they all become investors and the author of the best project gets a prize. The teacher should assess how the trainees performed on their individual tasks from language and communicative skills point of view.

Alongside with all other advantages of this activity already mentioned in a lot of special works I’d like to stress the following ones:

a) it creates a student-centered teaching and learning.

b) this role play greatly contributes to the development of listening skills as the trainees unaware of the contents of their peers’ presentations are made to listen very attentively to understand what is being said. It especially concerns the interpreters who are simultaneously translating the presentations to the investors.

c) the trainees do not know the contents of different presentations. This creates the situation of unprepared conversation, which is more attractive for the trainees as their future work will bring about a lot of such situations. This is not mere reproducing of the learned polylogy, but spontaneous general and specialist communication that helps develop oral skills.

d) this activity is really exciting and very useful as there usually trainees of different nationalities in my class. Those who act out interpreters translate from English into Uzbek, Russian, sometimes Korean and Tatar and vice versa. It helps meet learning needs of all the trainees.

e) the positive advantage of this activity is evident. It contributes, as practice shows, to linguistic, intellectual, artistic, communicative development of trainees and motivates their learning English.

The principal advantage of the role play “Making the presentation” for language learning is that it doesn’t only provide trainees with opportunity to develop their four language, communicative, interactive and translation skills but also prepares them for easy transference from classroom learning to the real situations of their future work.

References:

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