

USING ROLE-PLAYING GAMES TO ORGANIZE ENGLISH LESSONS IN PRESCHOOL EDUCATION

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Abstract. This article discusses the importance, didactic possibilities, and pedagogical advantages of using role-playing games in teaching English in preschool education. Role-play is presented as an effective tool for increasing children's speech activity, developing communication skills, improving listening comprehension, and expanding vocabulary. Methodological recommendations and practical examples are also provided.

Keywords: preschool education, English language, role-play, communicative approach, interactive methods, speech development, play-based learning.

Introduction: Today, finding effective methods for teaching foreign languages — especially English — to preschool children has become one of the most relevant tasks. According to modern pedagogical principles, play — the most natural activity for children — should become the central tool of the learning process. Role-playing games are among the most effective methods for engaging young learners in communication and encouraging their active use of the language.

Pedagogical Importance of Role-Playing Games Role-play serves several key functions in preschool English education:

1. Increases speech activity. Children express themselves freely through the character they play.
2. Facilitates memorization. Vocabulary and expressions are learned in real-life contexts.

3. Develops social skills. Cooperation, turn-taking, negotiation, and communication naturally emerge during play.
4. Creates a positive emotional environment. Role-play reduces fear and shyness, motivating children to speak.
5. Builds communicative competence.

Therefore, integrating role-play into English lessons significantly improves learning outcomes.

Types of Role-Playing Games Used in English Lessons

1. Situation-based role-plays

"At the Shop" – shopkeeper and customer

"At the Doctor" – doctor and patient

"In the Classroom" – teacher and student

These activities help children practice expressions such as What is this?, I want..., Thank you, How are you?, and others.

2. Character-based role-plays

Children take on roles of fairy-tale characters or animals

Little Red Riding Hood

Animals' Friend

Simple dialogues are prepared for each role.

3. Action-based role-plays

Games that combine language with physical movement:

Let's go to the zoo

Fly like a bird, Jump like a rabbit

These games support kinesthetic learning.

4. Mini-dramatizations

Short dramatized performances encourage children to use the language creatively.

Methodology for Organizing a Role-Play–Based Lesson

1. Preparation Stage

Select characters.

Choose simple vocabulary and phrases.

Prepare visual aids (flashcards, masks, toys).

2. Pre-communication Stage

The teacher introduces model sentences and sample dialogues to prepare children for the activity.

3. Role-play Stage

The teacher facilitates the interaction.

Each child performs their role.

Support is provided when needed.

4. Reflection Stage

Children answer questions such as What did you do? What did you say?

Key expressions are reinforced.

Practical Example

Topic: At the Zoo

Objective: learning the names and actions of animals.

Steps: 1. The teacher shows pictures of animals: elephant, lion, monkey.

2. Each child chooses an animal to play.

3. Sample interaction:

Teacher: What animal are you?

Child: I am a lion. I can run!

4. Children act out their animals' movements.

5. Short dialogues are created to reinforce vocabulary.

Conclusion: Using role-playing games in preschool English lessons increases children's speech activity, motivation, and communicative skills. Role-play allows children to apply the target language in natural, meaningful contexts. Therefore, teachers should regularly incorporate role-play activities when planning English lessons for young learners.

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