

METHODOLOGY OF USING ROLE-PLAYING TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE TO SCHOOL STUDENTS

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Abstract: The article examines the methodology of using role-playing technologies in teaching the Russian language to school students. Modern language education increasingly emphasizes the development of communicative competence through interactive and student-centered teaching approaches. Among various interactive methods, role-playing activities occupy a special place because they simulate real-life communication situations and encourage active language use. The study analyzes the pedagogical foundations of role-playing technology, its methodological principles, and its practical application in Russian language classrooms. Particular attention is given to the development of speaking skills, vocabulary acquisition, communicative competence, and student motivation. The findings indicate that role-playing activities create a positive learning environment, reduce communication anxiety, and provide learners with meaningful opportunities to practice Russian in authentic contexts.

Keywords: role-playing technology, Russian language teaching, communicative competence, interactive learning, speaking skills, language acquisition, student motivation, educational technology.

Introduction

The rapid development of modern educational technologies has significantly influenced foreign and second language teaching methodologies. Contemporary education requires teachers to create learning environments that promote active participation, independent thinking, and effective communication. In language teaching, the development of communicative competence has become one of the primary educational objectives. Therefore, educators increasingly utilize interactive methods that encourage students to apply language knowledge in realistic situations. Teaching the Russian language in schools involves not only the acquisition of vocabulary and grammar but also the ability to communicate effectively in various social contexts. Traditional instructional methods often focus on memorization and repetition, which may limit students' opportunities to develop practical communication skills. As a result, many learners experience difficulties when attempting to use the language in authentic situations. Role-playing technology offers an effective solution to this challenge. By simulating real-life scenarios, role-playing activities provide

students with opportunities to practice language structures, develop speaking confidence, and engage in meaningful communication. These activities encourage creativity, collaboration, and active participation while reducing the fear of making mistakes¹. Consequently, role-playing has become one of the most widely used interactive methods in language education. The purpose of this study is to explore the methodology of using role-playing technologies in teaching the Russian language to school students and to evaluate their effectiveness in developing communicative competence and speaking skills.

The concept and pedagogical foundations of role-playing technology

Role-playing is an interactive teaching method in which students assume specific roles and act out situations that imitate real-life communication. The primary goal of role-playing activities is to create meaningful contexts where learners can use language naturally and purposefully². The pedagogical value of role-playing lies in its ability to combine cognitive, emotional, and social aspects of learning. Students are not merely learning linguistic structures; they are using language as a tool for communication. Through participation in role-play, learners become more engaged and motivated because they experience language in action rather than as isolated grammatical forms. The main principles of role-playing technology include:

- Student-centered learning;
- Active participation;
- Real-life communication;
- Creativity and imagination;
- Cooperative interaction³;
- Contextual language use.

These principles align with modern communicative approaches to language teaching and contribute to more effective language acquisition.

Types of role-playing activities in russian language lessons

Role-playing activities can be organized in various forms depending on lesson objectives and students' language proficiency levels.

Dialogue role-plays. Dialogue role-plays involve communication between two or more participants.

Example: At the store

¹ Richards J.C., Rodgers T.S. Approaches and methods in language teaching. Cambridge: Cambridge University Press, 2019. – 410 p.

² Brown H.D. Principles of language learning and teaching. New York: Pearson Education, 2021. – 392 p.

³ Harmer J. The practice of english language teaching. London: Pearson Longman, 2018. – 448 p.

Student A acts as a customer. Student B acts as a shop assistant.

Example dialogue:

Customer: Здравствуйте. Сколько стоит этот словарь?

Shop assistant: Он стоит сто тысяч сумов.

Customer: Можно посмотреть?

Shop assistant: Конечно.

Such activities help students practice vocabulary related to shopping, numbers, and everyday communication.

Situational role-plays. Situational role-plays simulate specific real-life situations.

Examples include:

Visiting a
doctor

Buying train
tickets

Ordering food
in a restaurant

Asking for
directions

Attending a
school event

For example, in the topic "At the doctor's office", students practice vocabulary related to health and medical problems while developing conversational skills⁴.

Creative role-plays. Creative role-plays encourage students to create their own dialogues and scenarios. For example, students may imagine that they are journalists interviewing famous Russian writers or astronauts. This activity develops creativity, critical thinking, and spontaneous speech production.

The role of role-playing in developing communicative competence

Communicative competence includes the ability to use language appropriately and effectively in various social situations. Role-playing directly supports the development of communicative competence because students engage in meaningful interaction rather than mechanical language practice. Through role-playing activities, learners:

⁴ Shchukin A.N. Methods of teaching russian as a foreign language. Moscow: Flinta, 2021. – 508 p.

improve speaking fluency; expand vocabulary; develop listening skills; learn conversational strategies; build confidence in communication; practice pronunciation and intonation. For example, when discussing travel-related topics, students can simulate conversations at airports, hotels, or tourist centers. Such activities provide authentic language practice that traditional exercises often cannot achieve.

Methodological stages of organizing role-playing activities

Effective implementation of role-playing technology requires careful planning.

Stage 1: Preparation. The teacher introduces the topic, reviews necessary vocabulary, and explains the situation.

Stage 2: Role distribution. Students receive specific roles and instructions. Example:

- Tourist
- Travel agent
- Hotel manager
- Guide

Stage 3: Performance. Students act out the situation using Russian language expressions.

Stage 4: Reflection and evaluation. The teacher and students discuss performance, identify strengths, and suggest improvements. This structured approach ensures that role-playing activities contribute effectively to language learning objectives.

Educational benefits of role-playing technology

The systematic use of role-playing activities provides numerous educational advantages:

1. Increases student motivation and engagement.
2. Enhances speaking and listening skills.
3. Develops communicative competence⁵.
4. Improves vocabulary retention.
5. Reduces fear of public speaking.
6. Encourages creativity and collaboration.
7. Promotes active participation in lessons.
8. Supports learner-centered instruction.

As a result, role-playing technology serves as a valuable methodological tool in Russian language education.

Educational impact of role-playing technology in russian language lessons⁶

Educational Indicator	Before Role-Play Activities	After Role-Play Activities	Improvement Level
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⁵ Tolipov O., Usmonboyeva M. Pedagogik texnologiyalar nazariyasi va amaliyoti. Toshkent: Fan va texnologiya, 2021. – 286 b.

⁶ Ishmuhamedov R.J. Innovatsion pedagogik texnologiyalar. Toshkent: Fan, 2022. – 312 b.

Speaking Confidence	Low	High	Significant
Vocabulary Usage	Moderate	High	Considerable
Communicative Competence	Moderate	High	Significant
Classroom Participation	Moderate	Very High	Very Significant
Listening Skills	Moderate	High	Considerable
Pronunciation Accuracy	Moderate	High	Noticeable
Learning Motivation	Moderate	Very High	Significant
Creative Thinking	Low	High	Significant

The table demonstrates that role-playing technology positively affects various aspects of language learning. The most notable improvements are observed in speaking confidence, classroom participation, communicative competence, and learning motivation. Students become more willing to use Russian actively, interact with peers, and apply language knowledge in practical situations. These findings confirm the effectiveness of role-playing as an interactive teaching method.

Conclusion

The study confirms that role-playing technology is an effective methodological tool for teaching the Russian language to school students. By simulating authentic communication situations, role-playing activities provide learners with meaningful opportunities to practice speaking, listening, and interaction skills. The method contributes significantly to the development of communicative competence, vocabulary enrichment, and speaking confidence. Furthermore, role-playing creates a positive and supportive learning environment where students can express themselves freely and engage actively in the educational process. The findings indicate that learners who participate regularly in role-playing activities demonstrate higher motivation, stronger communication skills, and greater classroom involvement. In conclusion, the integration of role-playing technology into Russian language instruction can substantially improve the quality of language education and support the development of competent, confident, and communicatively active learners.

References:

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5. Tolipov O‘., Usmonboyeva M. Pedagogik texnologiyalar nazariyasi va amaliyoti. Toshkent: Fan va texnologiya, 2021. – 286 b.
6. Ishmuhamedov R.J. Innovatsion pedagogik texnologiyalar. Toshkent: Fan, 2022. – 312 b.