ISSN 2181-371X
SJIF: 5.305 VOLUME 4 ISSUE 33
INNOVATIONS IN TECHNOLOGY AND SCIENCE EDUCATION

METHODS OF DEVELOPING COMMUNICATIVE COMPETENCE THROUGH ROLE-PLAYING ACTIVITIES IN PROFESSIONAL ENGLISH CLASSES FOR HISTORY STUDENTS

Teacher of Theoretical Aspects of English,
Department No. 1,
Uzbekistan State World Languages University
Jabborova Dildora Zokirjanovna
dilyacity89@gmail.com

Abstract: *This article explores methods for enhancing communicative competence among history students in professional English classes by using role-playing activities. Role-playing encourages active participation, contextualizes language use, and simulates real-life professional scenarios relevant to historians. The study reviews effective techniques, lesson structures, and student feedback to evaluate the impact of these activities on students' speaking and interaction skills.*

Keywords: *role-playing activities, communicative competence, professional English, history students, speaking skills*

Annotatsiya: *Ushbu maqola tarix yo'nalishi talabalari uchun professional ingliz tili darslarida rolli o'yinlardan foydalanish orqali kommunikativ kompetensiyani oshirish usullarini o'rganadi. Rolli o'yinlar faol ishtirokni rag'batlantiradi, tilni kontekstda qo'llash imkonini yaratadi va tarixshunoslar uchun muhim bo'lgan real hayotdagi professional vaziyatlarni simulyatsiya qiladi. Tadqiqot ushbu faoliyatlarning talabalar nutq va muloqot ko'nikmalariga ta'sirini baholash maqsadida samarali metodlar, dars tuzilmalari va talabalarning fikr-mulohazalarini tahlil qiladi.*

Kalit so'zlar: *rolli o'yinlar, kommunikativ kompetensiya, professional ingliz tili, tarix talabalari, nutq ko'nikmalari*

Аннотация: *В данной статье рассматриваются методы повышения коммуникативной компетенции студентов-историков на занятиях профессионального английского языка с использованием ролевых игр. Ролевые игры стимулируют активное участие, позволяют использовать язык в контексте и моделируют реальные профессиональные ситуации, актуальные для историков. Исследование анализирует эффективные техники, структуру уроков и отзывы студентов для оценки влияния этих занятий на развитие навыков устной речи и взаимодействия.*

Ключевые слова: *ролевые игры, коммуникативная компетенция, профессиональный английский, студенты-историки, навыки устной речи*

Introduction

Communicative competence is essential for history students to effectively engage in professional discourse, presentations, and academic discussions in English. Traditional language teaching methods may not sufficiently prepare students for the dynamic communication required in their field. Role-playing activities simulate realistic historical and professional contexts, providing practical language practice.

Theoretical Background

- Definition of communicative competence (Hymes, Canale & Swain)
- Role of task-based and communicative language teaching
- Importance of contextualized learning for professional language use

Communicative competence is the ability to effectively convey and interpret messages in various contexts. This skill is essential not only in academic settings but also in everyday life and future careers. One innovative method of developing this competence is through role-playing activities. Role-playing allows students to engage in simulated situations, enhancing their communication skills, social awareness, and critical thinking.

The concept of communicative competence was first introduced by linguist Dell Hymes in the 1960s. Hymes argued that knowing a language involves more than just grammar and vocabulary; it also includes understanding how to use language appropriately in different situations. This holistic view of language learning emphasizes the importance of context, culture, and social norms.

Role-playing activities align with Hymes' theory by providing a practical framework for students to practice their communicative skills. During these activities, students take on different roles, which enables them to explore various perspectives and contexts. This experiential learning approach fosters empathy and cultural awareness, which are vital components of effective communication.

Benefits of Role-Playing Activities

1. **Enhances Engagement:**
   Role-playing activities are interactive, making learning more engaging than traditional methods. When students actively participate, they are more likely to retain information and develop a deeper understanding of the material.
2. **Promotes Critical Thinking:**
   Students must think critically to navigate different scenarios during role-playing. They learn to analyze situations, consider various viewpoints, and

make decisions based on their character's perspective. This process strengthens their problem-solving skills.

3. **Improves Language Skills:**
   By practicing language in context, students enhance their speaking, listening, and comprehension skills. Role-playing provides opportunities to use new vocabulary and grammar structures in realistic situations, which aids retention and application.
4. **Builds Confidence:**
   Engaging in role-playing helps students become more comfortable with speaking in front of others. This increased confidence can positively impact their overall communication abilities, both in academic settings and beyond.
5. **Encourages Teamwork:**
   Many role-playing activities require collaboration, fostering teamwork among students. This experience teaches them how to communicate effectively within a group, negotiate, and resolve conflicts, skills that are essential in both personal and professional contexts.

Implementing Role-Playing in the Classroom

To effectively implement role-playing activities, educators should follow a few key steps:

1. **Define Objectives:**
   Clearly outline the goals of the role-playing activity. Whether the aim is to practice specific vocabulary, explore a social issue, or develop persuasive speaking skills, having clear objectives will guide the activity.
2. **Choose Relevant Scenarios:**
   Select scenarios that are relevant to students' lives or current academic topics. Scenarios can range from everyday situations, such as ordering food at a restaurant, to more complex social issues like debating environmental policies.
3. **Prepare Students:**
   Before beginning the role-play, provide students with background information and necessary vocabulary. Discuss the context and roles they will assume, ensuring they understand the expectations.
4. **Facilitate the Activity:**
   During the role-playing, teachers should act as facilitators, guiding the students and providing support. Encourage students to fully immerse themselves in their roles and interact with one another organically.
5. **Debrief and Reflect:**
   After the activity, conduct a debriefing session. Ask students to reflect on their

experiences, discussing what they learned and how they felt during the role-play. This reflection reinforces learning and encourages critical thinking.

Role-playing activities are a powerful tool for developing communicative competence. By engaging in these activities, students not only enhance their language skills but also gain valuable insights into different perspectives and cultures. As they practice real-life communication scenarios, they become more confident, empathetic, and effective communicators. Ultimately, through role-playing, students are better prepared for the complex social interactions they will encounter in their personal and professional lives.

Methods of Using Role-Playing in Professional English for History Students

1. **Scenario Design:** Creating historically relevant scenarios (e.g., academic conferences, archival research discussions, debates on historical interpretations).
2. **Role Assignment:** Assigning specific professional roles like historian, archivist, or conference moderator.
3. **Language Focus:** Pre-teaching necessary vocabulary and phrases relevant to history and professional communication.
4. **Guided Practice:** Structured role-plays with scripts progressing to more open-ended dialogues.
5. **Feedback and Reflection:** Peer and teacher feedback sessions to improve fluency, accuracy, and interaction strategies.

Research Methodology

- Participants: History students enrolled in professional English courses
- Data Collection: Observations, recorded role-play sessions, student interviews, and surveys
- Analysis: Qualitative analysis of language use, fluency, and student confidence

Results and Discussion

- Improvement in students' ability to express professional ideas and arguments
- Increased motivation and engagement through interactive activities
- Challenges such as initial hesitation and overcoming language anxiety
- Role-playing as a bridge between theory and practical use of language

Conclusion

Role-playing activities provide an effective method for developing communicative competence in professional English classes for history students. When carefully designed, these activities foster practical language skills, boost confidence, and prepare students for real-world professional interactions. Role-playing activities present a dynamic and effective method for developing communicative competence in professional English classes for history students. By engaging in these activities,

students not only enhance their language skills but also gain valuable insights into historical contexts and perspectives. As educators continue to explore innovative teaching methods, role-playing stands out as a powerful tool for fostering both knowledge and communication skills essential for success in the modern world.

References (sample)

1. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
2. Hymes, D. (1972). On communicative competence. In J.B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.
3. Richards, J.C., & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
4. Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.
5. Maley, A., & Duff, A. (2005). *Drama Techniques: A Resource Book of Communication Activities for Language Teachers*. Cambridge University Press.