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New American technology of the use of the role-plays at the lessons of English in Cashiers' Summit School

Every teacher knows that language is a complicated phenomenon, with the help of which a notional man thinking is formed, which is the basic method of human intercourse. It is the thing, where the experience of public and historic humanity practice is generalized and given to other people.

A specific character of a foreign language as the educational object is determined by the presence of the features, which are inherent to language as a whole denotation system. At the same time it differs by a number of peculiarities of its possession and study. This subject essentially differs from other school disciplines. The pupils and teachers feel this specific character intuitively.

American scientists studied the problem of the use of different playing methods for teaching a foreign language for a long time. They offer to use widely role-plays at the lessons of English. And they offer to use the games from the beginning of teaching foreign languages, because the games will not give a necessary result in the other case. As a rule, both children and teachers positively appreciate the game and see a huge practical value in it. The game will achieve success in that case, if a teacher would be able: to create the atmosphere, free of fear, before every utterance; to take part in the game, to identify himself with his pupils, that is to look at everything by their eyes; to show the participants of the game, that he appreciates and respects them; to organize work interestingly and differently.

We know that the role-play is the activity, a motive of which lies inside of it, that is such activity, that is performed not for the sake of the result but for the sake of the process itself. Every game teaches something and brings definite qualities in players up. There are many different classifications of the role-plays suggested by different authors. Here is the most popular division of the role-plays used by American teachers. The famous American scientist and linguist Ford suggested it.

Division by a special purpose sign or extent: **1. Special purposed games.** Under reaching by the group of players (or by a separate player) the definite aim, they are declared to be the winners, and the game stops. **2. Games with open**

ending. These games have a limit of time. A careful scenario studying, supposing possible directions of the game motion is necessary. Every player has his own goal. Its implementation does not seem to be the end of the game for him. The appearance of new, more global aims is possible. **3. Non-stop games.** The players have a possibility to go on playing from that place, where it was finished yesterday – and so on. A modeled world is improved and developed, and players develop with it too.

There are a lot of games of this classification. The most popular used games in Cashiers' Summit School at the lessons of English are 1. Special purposed games: **Close.** This is possibly the way that most teachers use songs. Choose a song that has some connection with the structure or part of speech that you are teaching. Delete a few words from the lyric and hand the incomplete lyric to the students. Play the song a few times, depending on the level of the song. Students listen and complete the missing words. Then write the missing words on the board. Give the students some time for correction and answer any vocabulary questions. Then play the song again, asking the students to join in and sing (they might not be aware of that, but by doing so they are actually practicing pronunciation and stress). 2. Games with open ending: **What Am I?** Get a few blank tags, and write nouns on them. Then have the students stand up. Paste a tag on the forehead of each student. They have to walk around the class asking yes/no questions until they find out which noun they have on their foreheads. A variation of this game would be using names of famous people. 3. Non-stop games: **The Coffeepot Game.** This is a traditional but fun game to play: one student is sent out of the class and the remaining students choose a simple verb (e.g. "walk", "eat", "dance", etc). The student that is outside then returns and has to find out which is the "mystery" verb by asking yes-no questions to the other students. The word "coffeepot" is provided to substitute the verb. The student then asks: "Do you coffeepot every day?"; "Do you coffeepot with your legs?" until he / she finds out which is the mystery verb.

Now we see that the enumerated peculiarities and requirements to the game give the opportunity to use widely role-plays at the lessons of foreign language, during which the complicated tasks of a language and pedagogic intercourse can be solved.

Thus, we can make a conclusion that American linguists define the main requirements to the role-plays: Role-plays must conform to psychological and age peculiarities of pupils and to their interests. A typical peculiarity of pupils of a

middle stage is aspiring to look like adults and to imitate them. Aspiring to the intercourse is also natural. It can be satisfied in the role-play. And we have to take into account tastes and aspirations of pupils. Role-plays must show the personal experience and help the expansion of the level of activity. They must be conformed to real life and to be close for pupils.

Literature. 1. Cornelius M. A. *What's Your Game?* Cambridge University Press, 1991. 2. Ford C.M. *Word Games for Students of English as a Second or Foreign Language.* Harris Publications, 1999. 3. Fremont V. *Games and Puzzles for English as a Second Language.* Harris Publications, 1997.