



## INNOVATIVE LEARNING THROUGH EDUCATIONAL ROLE-PLAY GAMES

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**Abstract.** This article examines the role of educational role-playing games as a dynamic and innovative strategy in contemporary learning environments. Role-playing games allow students to immerse themselves in realistic scenarios, promoting the development of critical thinking, creativity, collaboration, and communication skills. The article highlights various implementations of role-playing games in different subject areas and discusses their effectiveness in increasing student motivation and retention.

**Keywords:** role-playing, innovative learning, active learning, student engagement, critical thinking, collaborative learning, simulation games, interactive pedagogy, game-based learning.

## TA'LIMIY ROLLI O'YINLAR ORQALI INNOVATSION O'RGANISH

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**Annotatsiya.** Ushbu maqola zamonaviy o'quv muhitida dinamik va innovatsion strategiya sifatida rolli o'yinlarning ahamiyati o'rganiladi. Rolli o'yinlar o'quvchilarga real senariylarga sho'ng'ish imkonini beradi, tanqidiy fikrlash, ijodkorlik, hamkorlik va muloqot ko'nikmalarini rivojlantiradi. Maqolada turli mavzularda rolli o'yinning turli xil qo'llanilishi va uning o'quvchilarni rag'batlantirish va ushlab turishdagi samaradorligi muhokama qilinadi.

**Kalit so'zlar:** rolli o'yin, innovatsion ta'lim, faol o'rganish, o'quvchilarning faolligi, tanqidiy fikrlash, hamkorlikda o'rganish, simulyatsiya o'yinlari, interfaol pedagogika, o'yinga asoslangan ta'lim.

## ИННОВАЦИОННОЕ ОБУЧЕНИЕ С ПОМОЩЬЮ ОБРАЗОВАТЕЛЬНЫХ РОЛЕВЫХ ИГР

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**Аннотация.** В этой статье рассматривается роль образовательных ролевых игр как динамичной и инновационной стратегии в современных учебных средах. Ролевые игры позволяют учащимся погружаться в реалистичные сценарии, способствуя развитию критического мышления, креативности, сотрудничества и коммуникативных навыков. В статье освещаются различные реализации ролевых игр в различных предметных областях и обсуждается их эффективность в повышении мотивации и удержания учащихся.

**Ключевые слова:** ролевая игра, инновационное обучение, активное обучение, вовлечение учащихся, критическое мышление, совместное обучение, имитационные игры, интерактивная педагогика, игровое обучение.

### Introduction.

In the evolving landscape of education, traditional teaching methods are increasingly being supplemented—or even replaced—by more interactive, student-centered approaches. One such approach gaining prominence is the use of educational role-play games, which offer a dynamic and immersive way to engage learners in the educational process. By simulating real-life situations and challenges, role-playing activities encourage students to assume different roles, make decisions, and reflect on their experiences. This method not only enhances subject-specific understanding but also cultivates essential 21st-century skills such as critical thinking, creativity, collaboration, and communication.

Role-play games provide learners with a safe environment to experiment, explore multiple perspectives, and apply theoretical knowledge in practical contexts. Whether used in language learning, history, science, or social studies, these games transform classrooms into active learning spaces where students become co-creators of knowledge. The effectiveness of role-play lies in its ability to motivate students, accommodate diverse learning styles, and foster deeper cognitive and emotional engagement with content.

### Literature review.

Educational role-play games have long been recognized as powerful tools for enhancing student engagement and learning outcomes. Scholars have emphasized the value of role-playing in promoting experiential learning, where students learn by doing and reflecting on their experiences (Kolb, 1984). This approach aligns with constructivist theories of learning, which advocate for active student participation and knowledge construction through meaningful activities (Vygotskiy, 1978).

According to Cruickshank and Telfer (2001), role-play allows students to explore complex situations and assume different perspectives, thereby developing critical thinking and empathy. This is particularly useful in subjects such as history, where learners can reenact historical events, or in language learning, where role-plays simulate real-life communication scenarios (Ladousse, 1987).

Research by Aydın (2010) supports the effectiveness of role-play in foreign language classrooms, noting improvements in learners' speaking fluency, confidence, and willingness to communicate. Similarly, Bell (2010) found that role-playing games foster collaborative learning by encouraging peer interaction and problem-solving. These activities help students develop soft skills such as teamwork, negotiation, and leadership, which are essential for both academic and professional success.

Game-based learning frameworks also support the integration of role-play as an innovative strategy. Gee (2003) highlights how game elements—such as role immersion, narrative context, and decision-making—enhance cognitive development and learner motivation. Furthermore, Simkins (2013) emphasizes that role-playing games, especially when well-structured, can align with curriculum objectives while maintaining high levels of student engagement.

Despite these benefits, effective implementation of educational role-play requires careful planning, clear learning objectives, and adequate scaffolding. Teachers must also be trained in facilitation techniques to guide discussions and reflections, ensuring that learning outcomes are achieved (Ments, 1999).

### Analysis and discussion of results

The student plays out conditional life and production situations, which is necessary for his development, changing social positions, roles in society, for the formation of value orientations and professional interests, needs and skills. Each role in the game acquires a certain personal coloring, it reflects professionally significant or professionally unacceptable personality traits.

**"Dramatization game"**

Its effectiveness is connected with emotional reflection, activation of all students, attention to experiences and thoughts of each. Here such game-technical technique as "paratheatre" can be used, when a micro-situation is played out and human behavior in this environment is demonstrated. The participant of the game must mobilize all his experience, knowledge and skills, be able to get used to the image of a certain person, understand his work, evaluate the situation and find the right line of behavior. Paratheatre allows to see all the variety of factors leading to one or another line of behavior, to receive information about the level of social, professional, intellectual and moral development of the participants of the game.

The game-technical techniques of "psychodrama" and "sociodrama" are close to "paratheatre". This is also a "theatre", but a socio-psychological one, in which the ability to feel the situation in a group, to evaluate, understand and change the state of another person is diagnosed. A conflict situation is selected, in the resolution of which all participants are interested. Participants are divided into three or four teams, each of which defends someone's interests (e.g., students, parents, the administration of the educational institution). After a collective discussion, the teams must present a program of action that will be accepted by all participants and which will eliminate the conflict. One of the teams, having listened to all the action programs, must assess the potential of each subgroup for resolving the conflict.

**Game "Human Resources Department"**

Pedagogical task – developing skills of self-presentation and conducting negotiations with an employer during a job interview.

Proceedings.

Introductory part. Introductory speech of the presenter. Distribution of roles – the head of the enterprise, the HR manager, the employees of the enterprise, the employee of the enterprise who was fired 5 minutes ago, young specialists applying for a vacant position, experienced employees applying for a vacant position.

Players are given recommendations.

To the head of the enterprise - "You are holding a meeting with candidates for a vacant position, selected by the HR manager. You can change the tone of the conversation from friendly to harsh, testing the applicants for stress resistance."

To the HR manager - "You are interviewing applicants for a vacant position. You can change the tone of the conversation from friendly to harsh, testing the applicants for stress resistance."

To the employees of the enterprise - "A young specialist applying for a vacant position is asking you about the working conditions."

To an employee of an enterprise who was fired 5 minutes ago: "You have just been fired. A young specialist applying for a vacant position is asking you about your working conditions."

To young specialists applying for a vacant position: "You have come to an interview at the organization. The specialty you received at the university corresponds to the vacancy, but you have no work experience."

To experienced employees applying for a vacant position: "You have come to an interview at the organization, your qualifications correspond to the vacant position, but you are not satisfied with the proposed terms of payment and working conditions."

Stages of the game.

1. Applicants for a vacant position arrange a meeting with the HR manager by phone.
2. Applicants talk to each other while waiting for an interview.
3. Applicants talk to employees of the given company while waiting for an interview.
4. Applicants talk to an employee of the company who was fired 5 minutes ago.
5. Applicants talk to the HR manager.
6. Applicants talk to the head of the company.

7. Summing up the game. Reflection of the participants. Evaluation by the "spectators" of the quality of role performance and the quality of the decisions made.

### ***Game "Desert Island"***

The game is combined with a guided discussion. The teacher first identifies the topic of discussion in the educational material. For example, "Studying the differences in social orientations for different social systems" (let's say, capitalist and socialist). It is explained that this is about the prevailing orientation characteristic of the social system. Thus, in relation to capitalism, equality refers to opportunities, but not to the results of each person's achievements and not to the distribution of goods. Free enterprise presupposes the freedom to use one's activity in order to achieve the greatest possible inequality without infringing on the freedom of other members of society.

The group is divided into two subgroups. According to the rules of the game, they end up on an uninhabited island, where they must spend several years and survive. Each subgroup receives identical maps of the island and a list of resources at its disposal (food supplies, building materials, clothing, etc.), sufficient with a thoughtful approach to the distribution of all the main jobs.

The organization of life for each of the groups is regulated by the given rules. One of the groups is focused on the greatest possible individual freedom, the other on the greatest possible equality. The game instructions orient the participants to create such features in the social organization that echo the features of the social structure under capitalism and socialism.

During the game, each subgroup develops its own scenario of social structure. Discussion of the options developed in the game, on the one hand, is based on the vivid and specific gaming experience of the participants, on the other, it provides the source material for fairly broad generalizations. During the discussion, special attention is paid to the feelings and experiences of each participant.

When conducting such a game, it is important that the teacher has an initial attitude towards the problem, and this attitude would be expressed instrumentally in the search for binary oppositions (opposing ideas). The effectiveness of the game is associated with its emotional reflection, the activation of all participants.

### ***Game "Experiment"***

This is a research-type game where traditional research work is combined with "role playing". It is recommended to conduct it during the period of pedagogical practice.

The goal is to familiarize with the problem of forming students' cognitive interests (CI) in learning, master diagnostic methods for studying interests; to form experience in research activities.

Introduction. "Currently, one of the urgent problems of education is the problem of forming students' cognitive activity. Activation of learning is inextricably linked with the formation of cognitive interests (CI). Let us create an "experimental research center" to study some aspects of this problem. Its purpose will be to determine the subject focus of students' interests and develop a constructive model for stimulating them. To organize the work of the center, we need to create "experimental laboratories" that will conduct work according to the methodology developed by the center in a certain group of students. The reliability of the center's work will be ensured by comparative analysis and comparison of the data obtained. For the reliability of the analysis, identical methods must be defined for all laboratories."

Stage I. Distribution of roles among the "theoreticians", "diagnostic analysis" and statistical processing groups. Each group is assigned a task.

The "theoreticians" group studies scientific and methodological materials on the problem, completing individual tasks - "cognitive interest as a factor in personality development", "criteria of cognitive interest", "interest and activity of the individual", etc.

The diagnostic analysis group gets acquainted with the methods of diagnosing interests and individual tasks "questionnaire as a method of studying students' interests", "observation

as a possible method of diagnosing interests", "laboratory experiment in studying PI", "testing as a method of diagnosing PI", etc.

The statistical processing group studies statistical methods by visiting the computer center (classroom, laboratory) and getting acquainted with modern means of statistical data processing.

Each group selects a leader. He is a member of the bureau of the experimental center, which also includes the teacher leading the game and representatives of the educational institution where the students do their internship. The bureau determines the deadlines for completing the tasks, monitors and adjusts the activities of the role-playing groups.

Stage II. Completion of the received tasks, after which the first meeting of the experimental center is held. Representatives of each group present generalized materials in their area.

After the discussion, the final direction of the experiment is proposed, the research methods are established. Then research laboratories are organized. Each of them includes representatives of the role groups. The Central Bureau, based on the discussion materials, issues a resolution on the approval of the direction and program of the research, the creation of laboratories and the appointment of their leaders, the timing of the diagnostic experiment, the approval of the methods used in the experiment, etc. The diagnostic analysis group prepares the methods and documentary support for the experiment.

Stage III – implementation of the experimental program. The statistics group processes the data of diagnostic studies, the groups of "theoreticians" and diagnostic analysis analyze them, summarize the results of the study and transfer them to the center's bureau. The center establishes the final results of the study (determines the academic disciplines that are of greatest interest; identifies groups of students characterized, for example, by a common subject focus or common interests in extracurricular work).

Stage IV. Identification of the causes influencing PI. For this purpose, diagnostic materials are analyzed, representatives of each laboratory attend classes on subjects that are of greatest interest to students, study the methods of stimulation used by the teacher, conduct conversations with teachers to study their organization of academic and extracurricular work, etc. The tasks of each laboratory:

- a) determine from three groups of sources (content of the material, relations between the teacher and students, the nature of the educational activity) what stimulates interests;
- b) establish which forms and methods of organizing educational and extracurricular work turned out to be the most effective for the formation of PI.

Stage V. At the second meeting of the experimental center, each scientific laboratory makes a report on the data obtained. Here, a model of the process of stimulating PI of students is also constructed.

Stage VI - discussion of the experiment and analysis of the game. The activities of role groups and research laboratories are assessed, the best researchers are identified, possible topics of research work on this problem are determined. In this case, several evaluation criteria can be used, including:

- quality of role-playing in accordance with the instructions (from 1 to 5 points);
- implementation of the objectives of the business games (from 1 to 10 points);
- compliance with the game regulations (from 1 to 6 points);
- non-compliance with the game regulations (minus 3 points for each violation);
- use of the "information bank" to obtain new information (minus 4 points for each link);
- compliance with the rules of the game (from 1 to 8 points); non-compliance with the rules of the game (minus 4 points for each violation), etc.

Note that this game is quite complex in organization and time-consuming, so it is especially important to create an accurate game map/model.



Let's give examples of business games, where the main organizational moments (stages) of their implementation are highlighted.

### ***Game "Historical Commission"***

The main structural elements of the game are commissions created to study a certain issue (e.g., "human rights"; "professional requirements") in different historical periods.

Stage I. Commissions are created (groups of 5-7 people) to consider the issue, respectively, in Ancient Greece, in Medieval Europe, during the Renaissance, in Kievan Rus, in the era of Peter the Great, etc.

Stage II. Each commission thinks through not only the answer (using "brainstorming" and constructive analysis of ideas), but also the strategy for its defense.

Stage III. Gathering of all commissions, where their opinions are publicly announced. The presentation of a possible option can take place in a role-playing game form.

Stage IV. Discussion of the obtained models for solving the common problem, adjustment of the positions of certain commissions. The game can be played all at once (1.5-2 hours) or divided into preparatory (stages I-II) and final (stages III-IV) periods, distributed over time.

### ***Game "Auction of ideas"***

It is constructed on the basis of using group creative thinking.

Stage I. The players are divided into several design bureaus (microgroups of 5-7 people). The customer offers them 1-3 problems to develop. If several design bureaus are interested in solving one problem, a competition of ideas can be held.

Stage II. A purchasing committee is created, which will also act as an expert group on behalf of the customer (it includes the game organizer, specialists, competent persons, etc.). The committee specifies the problem-order and names the "price" that it agrees to pay for the execution of the order. If several design bureaus are working on the same problem, the committee holds an auction "to reduce the price".

Stage III. "Delivery of products". Representatives of the design bureau formulate the problem taken for development and briefly (5-7 minutes) outline the essence of their developments. Members of other design bureaus and representatives of the purchasing committee can ask 5 clarifying questions.

Stage IV. After discussing each problem, a decision is made, each member of the Purchasing Committee expresses their consent or disagreement to purchase the development by secret ballot.

Stage V. Auction results. The overall result is based on the sum of points earned by the KB, taking into account that for each development the KB receives a percentage of the initially agreed price depending on the results of the voting of the Purchasing Committee. For example, if 4 out of 5 members of the committee voted "for", the KB receives 80% of the previously agreed price. It is possible to introduce "conditional money" that will be given to the KB for developments.

Such a game makes it possible not only to organize a collective discussion of complex problems, but also to involve participants in economic calculations. For example, during work you can use a technique such as "buying information". Participants in the game can obtain the necessary information for a "fee", and the desire to independently work with the necessary sources is supported. Thus, textbooks, notes, reference books, additional literature are at their disposal for a very low "fee", but a ready-made solution, a consultation with a specialist, a game manager are expensive. For this, by the way, you can organize a consultation point.

### **Conclusion and suggestions.**

Educational role-play games represent a transformative approach to learning that aligns with the goals of 21st-century education. By actively involving students in simulated scenarios that mirror real-life challenges, role-play fosters deep engagement, critical thinking, creativity, and collaborative skills. The findings from recent studies and classroom experiences confirm

that role-playing not only enhances academic understanding but also supports the development of essential soft skills such as empathy, communication, and adaptability.

Furthermore, role-play encourages student autonomy and motivation by allowing learners to take ownership of their educational experience in a dynamic and interactive environment. Whether integrated into traditional classrooms or delivered through digital platforms, educational role-play games bridge the gap between theory and practice, turning abstract concepts into lived experiences.

To fully harness the potential of this method, educators must be equipped with appropriate training and resources to design and facilitate effective role-play activities. As education continues to evolve, embracing innovative strategies like role-playing will be key to cultivating learners who are not only knowledgeable but also capable of applying their knowledge meaningfully in real-world contexts.

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