

THE EFFECTS OF DRAMA ACTIVITIES ON STUDENT EFL INTRODUCTION

Olimova Sitora

Student of Uzbek State World Languages University

scientific advisor: Begizova M.K.

Abstract: The article discusses the method of learning English with the help of theatrical productions and tells about the practical experience of using this technique. The undeniable advantage of this method is a sharp increase in motivation students, which, in turn, leads to a significant increase in the effectiveness of the study a foreign language.

Key words: *theatrical performance, learning effectiveness, motivation, dramatization*

A modern teacher is a mentor of the educational process, which allows him to use a wide methodological and technological pedagogical tool. One of the most important problems of modern linguo didactics is the weak motivation of teaching- students studying a foreign language in the absence of a language environment. Therefore, the chapters- the main task of organizing the educational process in teaching a foreign language is to develop- there is no interest in the language among schoolchildren. The article focuses on the practical the authors' experience of using theatrical technologies in the conditions of additional language the approved program of teaching a foreign language is presented.

Research problem: what is the role of theatrical activities in teaching English? The purpose of the study: substantiation of the potential of means of theatrical activities in teaching English. The following research methods were used: - research, generalization, analysis.

Results of the study: the influence of theatrical activities on the process of teaching English to schoolchildren; the understanding of theatricalization as an interactive

educational technology in English classes is presented; the experience of using theater elements in extracurricular activities for learning English is described; the arguments of theatrical activity as an effective means of teaching are substantiated a foreign language.

In the past two decades, educators around the world have been called upon to prepare students for the 21st century to help them navigate an increasingly globalized and interconnected landscape. This creates a need for educators to provide students with a holistic education that emphasizes life skills such as communication, intercultural cooperation and critical thinking [1]. The active paradigm of education that is relevant in our time assumes the active involvement of students in the learning process. Learning a foreign language is not limited to school lessons; one of the most effective methods is extracurricular work - it gives tremendous results.

During the school period, personal qualities and character are actively formed in children, they are looking for their place in the team, they know themselves. Both younger schoolchildren and teenagers need recognition, self-expression. A lucky find was the school theater, which puts on plays and musicals in English. As modern studies note, "in the formation of a person as a person, adolescence plays a significant role, since in the process of forming the nature and structure of human activity, conscious behavior is formed, the general orientation of ideas and social attitudes is manifested" [2, p.70]. The activity of the school theater is a great opportunity to realize the creative potential of students and develop their abilities in teamwork. Under the guidance of an experienced teacher, schoolchildren are engaged in independent preparation of school musicals, which turn into a big holiday for the entire school team - teachers, students and parents.

Methods.

Theatrical technology in teaching a foreign language, in our understanding, is a set of theatrical techniques used in the educational field of activity to carry out and manage this activity in accordance with the planned results, these are forms, methods, methods, techniques in the process of teaching a particular academic discipline [3].

Schoolchildren study modern and classical literary works in English and write a

script for their play or musical. Such activity, no doubt, is a practical implementation of the technology of critical thinking through reading and writing, which has recently received much attention. "Technology for the development of critical thinking through reading and writing synthesizes ideas and methods of collective and group ways of learning; it is general pedagogical and above the subject ... the development of critical thinking through reading and writing is an integral system that forms the skills of working with information in the process of reading and writing. It is aimed at mastering the basic skills of an open society, included in intercultural interaction" [4, p.74].

There are not only artists in the school theater, but also scriptwriters, decorators, director, musical design specialists, costume designers. The teacher, of course, leads this team. However, it is the students who choose roles for themselves in the school theater and then actively perform them. The age of young artists is very different - from 7 to 17 years. The older ones help the younger ones, the younger ones help the older ones. They learn to be friends. The theater helps children to better memorize lexical material, new grammatical structures, phraseological units, improve pronunciation. This encourages advanced learning. This teaches to understand a person of a different culture, brought up in completely different traditions, and at the same time it teaches children to love and respect their own culture, the foundations of tolerance and intercultural communication are formed. Moreover, the theater is a collective work, where the overall result depends on the work and diligence of everyone. In our opinion, this is the embodiment of learning in cooperation, which invariably attracts the attention of educators-researchers. Collaborative learning is collaborative learning in which students work together to collectively acquire new knowledge, rather than consuming it in a ready-made form. This technology allows you to create a creative atmosphere in the classroom, where each student is involved in an active cognitive process. Everyone is responsible not only for their own success, but also for the success of teammates" [5, p.48].

Process.

Working with younger students, we offer to choose a work and prepare a script. To

do this, first we read the work, get acquainted with the characters, then we learn words, songs, poems. Reincarnating, children get the opportunity to show artistry, the team becomes friendlier and more united, everyone has a role and a feasible participation, parents are also involved. We try to take not only ready-made works, but also translate them ourselves.

In high school, we continue to use the theater for teaching and educational purposes. Now the students themselves are working on the script. Depending on the level of mastering the material, age and individual characteristics, we develop a unique project with each individual class. Demonstration of a performance or musical is the logical conclusion of the project.

At different stages of work on the project, students implement the acquired knowledge in activities, for example, they learn not just verbatim, but to translate the text artistically. As you know, the work of a translator requires not only knowledge of the language, but also talent, fine arts, and creativity. At the same time, grammar and vocabulary, punctuation, syntax are worked out.

Working on a performance based on works of English literature, students deepen their knowledge of the work of English-speaking authors, which contributes to immersion in British culture. Improved speech, pronunciation, there is confidence in their knowledge. Forced improvisation reduces the fear of making a mistake when speaking another language. In addition to all the educational advantages, the theater also develops the sphere of feelings, teaches humanity, and forms moral qualities. This is not a work of one day or even a month. It requires a large, serious preparatory stage: acquaintance with the work, working out lexical and grammatical material, work on gestures and facial expressions, movement, work on intonation and pronunciation, multiple rehearsals on stage. Sometimes it can be difficult to adjust to the employment of each child. But it's worth it, because the school hall is always full of grateful spectators, our performance is always looked forward to. They say that the theater begins with a hanger. Our theater begins with a poster that appears on the school booth a long time ago. Bright, colorful posters announce the day of the performance in

advance, causing a clear interest among schoolchildren. We can say that some very unusual, festive atmosphere reigns. What happens on the day of the performance? Students, parents! Everyone is getting ready, repeating their roles, holding the last rehearsals of dances and songs, trying on costumes, saying words of support to each other.

Results.

We believe that the main educational success is the increase in children's interest in the language. By learning and playing a role, they not only realize their creative potential, but also hone their pronunciation, increase their vocabulary, and get acquainted with art classics. The material of Ch. Perrault's "Little Red Riding Hood" was mastered and played in English with the children, the theatrical New Year's performance "Christmas" was organized.

At different times, performances based on the novel by N.V. Gogol "The Night Before Christmas", the Arabic fairy tale "Aladdin's Magic Lamp", the rock opera by the composer A. Rybnikov based on the poems of the poet A. Voznesensky "Juno and Avos". It was very difficult to do, but we did it, and the famous songs from this work sounded in the performance.

"Gone with the Wind", "My Fair Lady", "Alice in Wonderland", "The Flower Ball", "Jazz Chant Tale" "The Red Riding Hood" "Goldilocks and three bears" - this is not a complete list of performances played by by our students. I would like to say that for a number of years the main composition of the group remained unchanged. With the guys, we started from grade 3 and went up to 11. But we added students from other grades to our ranks. The guys, whose level of language preparation was not very high, expressed their desire to participate, but they tried hard, studied their roles diligently, and improved their level of the language. And this is very encouraging.

Aziz's student independently compiled a script based on the stories of C. Lewis "The Chronicles of Narnia", and Madina - based on the novel "Notre Dame Cathedral" by V. Hugo. In addition, the girls took over all the work on the selection of heroes, music, songs, dances, rehearsals. And it turned out great!

Theater is a collective work, where the overall result depends on the work and diligence of each

Musicals are holidays, as they combine music, songs, dances and great acting. It is very nice to hear the feedback from the guys about our work and the desire to participate. And also, there is a desire in many children to read the work, the production of which they saw on our stage. Such moments, when the teacher managed to arouse the genuine interest of students in the subject, are truly happy for him. It is from them that the joy of pedagogical work is formed.

The listeners of the republican, regional and district seminars also had the opportunity to get acquainted with the talent and play of our actors. "Talent is the ability to do what no one taught us" (A. Konar).

Conclusion.

The use of theatrical technologies allows us to effectively solve a number of problems in a holistic pedagogical process: along with teaching a foreign language, the plasticity of the students' nervous system is improved, the mechanisms of both the perception of foreign speech and switching from native language to foreign are improved. The psychophysical apparatus of the child is polished, becomes more flexible and bright; natural opportunities are revealed and their "efficiency" is increased; negative reactions to manifestations of the incomprehensible and unfamiliar in a foreign culture are muffled or even eliminated. The personality of the student develops, his aesthetic education and art education, the ability to intercultural communication take place. Theater at school is a whole fascinating world of improvisation, games, songs and performances that unites the team, develops creativity and at the same time contributes to the development of vocabulary, grammar and style of the English language through the joint personally significant activity of students and teachers.

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