

Teaching English Through Dramatisation to Kinaesthetic and Visual Learners

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Abstract

This article reveals such a thing as dramatization at the initial stage of teaching English. At the heart of dramatization, as an element of theatrical art, is precisely the game, which is the leading activity of children of primary school age. Contact with the game and art makes communication between the student and the teacher vivid and memorable. The theater has the necessary potential for the aesthetic development of children, which meets the goals of education at the initial stage, namely, it contributes to the development of their emotional memory, imagination, etc.

Keywords: dramatization, teaching English, primary school, pedagogical approach, methodology.

I. Introduction. The theater takes into account the specifics of children's perception, directs the child's fantasies, and helps his development and development into creative imagination. Elements of theatrical art provide an opportunity to perceive educational material not only rationally, but also emotionally. Dramatization is the strongest means of teaching a foreign language that meets the age characteristics of children of primary school age. With a skillful pedagogical approach, this technique can increase the effectiveness of training. Drama is fun, easy for students, and very rewarding for the teacher. It is no secret that one of the urgent tasks solved by the methodology of foreign languages in the modern world is the formation of communicative competence. For the successful implementation of this task, it is necessary to make a foreign language a communicatively significant, active means of communication for the child. By communicativeness, we mean the optimality of training in terms of the

effectiveness of the impact on the student. However, language acquisition through modeling the process of communication often does not arouse students' interest in learning, and traditional school exercises "destroy children's immediacy and creativity."

II. Literature review. It is here that one of the most striking methodological techniques appears in English lessons in elementary school - dramatization, as a means of creating game situations, which allows the teacher to justify the requirement to communicate with him in a foreign language, helps to make communicatively meaningful phrases and sentences built on the simplest models, helps to make the learning process emotional. After all, each time the student, repeating the same phrases or dialogues, must understand what they are for.

Most of all Dramas focus more on the relationships between people than on the actions.
What is Drama? A great deal of fun or Breaking the ice?

Such creative activities as dramatization and staging (staging various scenes in English, both proposed by the teacher and invented by the children together with the teacher) are very attractive to elementary school children, meeting the internal needs of students in creative activity.

Being a pedagogically oriented activity, dramatization is aimed at effective assimilation of the material, contributes to the activation of the cognitive activity of students, the development of imagination, memory, attention, broadens their horizons and maintains motivation for the subject of study.

III. Analysis. Children are acquainted with the culture, traditions and holidays of English-speaking countries (Great Britain, America, Australia), acquire general information about these countries, get acquainted with English-language literature and folklore, holidays, learn to compare.

As you know, the game-dramatization activates human thinking, makes you creatively approach the solution of the problem and find a faster and more accurate way to solve the problem. It requires a strain of emotional and mental strength. In the process of dramatization, human abilities are fully and sometimes unexpectedly manifested.

Lesson drama is the deliberate use of imagination, voice, movement, to gain experience in communication.

- a formal presentation of any character, conflict, series of events to a specific audience.

- spontaneous choice of emotional reaction, which helps to understand the character, image, events.

Goals in the lessons of English as a dramatic language:

- formation of certain skills;
- development of speech skills;
- learn to communicate without fear;
- knowledge of a foreign language and respect for the native language;
- memorization of speech material.

The urgency of this problem at the present stage is obvious and taking into account new trends in the education system, giving teachers space for innovation and implementation of their own ideas and solutions.

The purpose of methodological development is the development of methodological recommendations and the selection of material for the effective use of dramatization techniques in English lessons.

“Being unique is a lifelong process. It is difficult to be fresh and new all the time but it is the only way to be.”
Edwin Mamerto

Such well-known scientists as Gez N. I., Izhogina T. I., Konyshova A. V., Puchkova Y. Y., Ivanova N. V., Karogodsky Z. Y., Remez O. I. and others. They believed that the dramatization game is a means of developing mental actions and a means of developing voluntary behavior. In their opinion, a game-dramatization is always emotions, and where there are emotions, there is activity, attention and imagination, thinking works there. In addition, the great teacher and master of artistry K. S. Stanislavsky consider these qualities. In the process of learning English, dramatization is quite common - this is vocabulary, grammar, as well as colloquial forms that are practiced in dialogues and monologues.

Students communicate in English on a specific topic, make up their own dialogues using key words, and in all these

exercises there is an element of dramatization. Each theme of the dialogue can be played in several ways. Dramatization is played out according to a previously prepared scenario, based on a read story or fairy tale. As a result, linguistic features of the use of traditional formulas in the development of students' communication are revealed.

Many teachers perceive dramatization as staging serious performances that require high acting abilities from children, directing skills from teachers and long rehearsals, so they deliberately do not use this technique in their activities. Other reasons for refusing dramatization are: the teacher's fear of losing control over discipline in the classroom, because such forms of classes always cause outbursts of emotions, unpredictable reactions of children, this form of work takes too much time (the main curriculum suffers from this), for the implementation of teaching a foreign language through theatrical art, special conditions and teaching materials are needed (conditions here mean the availability of free auditoriums for rehearsals, free time for the teacher and students, methodological materials for teachers on the use of dramatization specifically for teaching a foreign language). Thus, teachers are wary of the dramatization technique, as they either do not see its significance, or do not fully know how to work with it. The main reason for not using dramatization is the lack of time even for its elements in class activities.

In this regard, the methodologists Mayley and Duff in their book *Drama Techniques in Language Learning* (CUP (2nd Edition), 1982, p. 32) write: "Dramatization is something we do every

day. This is our being. This is such a common thing," so no special skills are required from the teacher. You just have to be yourself.)

IV. Discussion

The drama is close to the child, as it is dynamic, effective and resembles the world of the game in which he lives. This is what we are involved in in everyday life when we are faced with different situations. An activity that stimulates our imagination, arouses our senses, and encourages us to play different roles can be called drama. In English language learning, dramatization makes the subject enjoyable and frees language learners from the shackles of fear of self-destruction. Children instinctively identify with everything that happens around them. It is their natural tendency to express and absorb new experiences through the reaction of the body. From this follows the question, so where, if not in the drama, to use their ability to play.

Contact with the game and art makes communication between the student and the teacher vivid and memorable. Being engaged in one common thing, the teacher and his students become like-minded, which means:

- misunderstanding between the teacher and the student is destroyed;
- an atmosphere of trust is created and teacher-student relationships are improved;
- children become freer, more relaxed, more self-confident;
- children learn to work in a team, to be tolerant of each other;
- a sense of mutual assistance and responsibility for one's knowledge is formed;

- the situation of success induces the child to further activity;
- the game awakens creative fantasy, imagination.

Drama also helps to develop language competence in students, even if the language preparation of children is not at the highest level. Participating in the performance, children listen, hear and understand each other. Nevertheless, listening is one of the most important and complex types of speech activity. That is why any additional opportunity in the practice of listening can be useful for students. After all, the stage action helps to understand the meaning of what is happening, and as a result, the audience develops a linguistic guess.

An important point in the development of pronunciation and phonemic hearing is the use of music and songs.

Music gives the mood to the performance, and songs contribute to the development of a sense of language in schoolchildren, help to activate vocabulary. Musical rhythm helps to learn grammatical structures more easily. Learning short and simple songs with frequent repetitions helps the child to fix not only words, but also correct articulation, correct pronunciation of sounds, stress, and rhythm. Consequently, music, being one of the most effective ways of influencing the feelings and emotions of children, serves as the strongest psychological stimulus in the performance.

Fairy tales, as one of the genres of folklore, an epic, prose work of a magical, heroic nature, is a wonderful means of introducing children to the culture of peoples, to the development of speech. Fairy tales in English turn the child's

learning process into an attractive game. "If you want children to like a fairy tale, never read it, but tell it." Dramatization in this case is based on fairy tales from different peoples of the world. In many of them, there is a compositional technique typical of folklore - repetition. Each episode, enriched with a new detail, repeats almost verbatim the previous one, which helps to recognize words and gradually forms the skill of perceiving the text. Reading forms the intellect, sharpens the senses, promotes the development of cognitive interests, as well as the general culture of schoolchildren.

Work on the dramatization of literary works that correspond to the age characteristics of students in grades 2-4 contributes to the development of students' creative imagination, vocabulary expansion, the development of individual abilities, creativity, increasing their emotional responsiveness, stimulating fantasy, figurative and associative thinking, self-expression, enriching the inner spiritual world student.

The creativity of children in theatrical and gaming activities is manifested in three directions: as productive creativity (composing their own stories or creative interpretation of a given story); performing (speech, motor); decoration (decoration, costumes, etc.).

Dramatization, like no other technique, can help the teacher overcome the child's resistance to learning a foreign language, making the process of learning English exciting and enjoyable; setting realistic goals for the student, successfully achieving which, he will want to move on; linking the child's experience of language learning with his life experience.

Each student can develop in the language according to his or her abilities.

When distributing roles, large ones with complex texts are given to children with better language training; weaker students receive roles with a small number of cues. However, all students benefit greatly from participation in the play and satisfaction from their work, because each role is significant for the successful presentation of the play. With constant feedback, the teacher can more carefully plan a strategy for effective teaching.

Theatrical games can be seen as a simulation of people's life experiences. It is in the conditions of the game that the ability to interact with people is trained, to find a way out in various situations, the ability to make a choice. Joint theatrical activity is aimed at developing among its participants sensations, feelings and emotions, thinking, imagination, fantasy, attention, memory, will, as well as many skills and abilities (speech, communication, organizational, design, motor, etc.) Because of theatrical activities, it is possible to realize almost all the tasks of educating, developing and educating children.

The lessons of dramatic performance are built and implemented on trust, harmony, and understanding of one's role. At the current stage of development, the methodology of a foreign language is increasingly focused on the development of creative speech of students in the modern world. The student must acquire knowledge, and not receive it for memorization in a finished and boring form; he must work precisely so that the experience of communication brings joy.

It is the dramatization technique that meets these requirements and allows you to master the main types of speech activity, as it creates the basis for teaching listening, reading, speaking and writing; it

provides conditions for the formation of a creative, emotional-volitional, intellectually developed personality; contributes to a positive influence on the formation of mental processes in children of primary school age. This technique can be used as a means of motivation and increasing interest in learning a foreign language.

Conducting lessons in a friendly, harmonious, relaxed atmosphere helps to find new friends, gain self-confidence, understand the incomprehensible, learn to hear and listen to each other.

Thus, we can conclude that dramatization in English lessons in elementary school contributes to the achievement of the following goals:

Educational: deepening knowledge on the subject, expanding vocabulary, obtaining additional linguistic and regional information about English-speaking countries, the complex application of the skills of using the times of the English language studied in primary and secondary school in the monologue and dialogic speech of students, pronunciation and working out phonetic difficulties in the dramatization of works, and many other goals leading to the main task - using the acquired knowledge in real life.

Developing: development of oral speech skills, the formation of a personality capable of intercultural communication through communication skills; development of thinking, memory, attention, acting skills; development of intellectual, emotional and speech activity of children.

Dramatization in extracurricular activities acts as an effective means of increasing motivation to master foreign language communication. It is dramatization that helps children "plunge

into the language", overcome the speech barrier, destroy the wall.

Firstly, dramatization, like no other technique, can help the teacher overcome the child's resistance to learning a foreign language, making the process of learning English exciting and enjoyable; setting realistic goals for the student, successfully achieving which, he will want to move on; linking the child's experience of language learning with his life experience.

Secondly, dramatization can arouse in students a greater desire to learn the language and improve in it, participating in the play, the student often finds himself in a situation of "creative tension" that requires an immediate decision.

Teachers who use drama as a methodological technique note in their students an increase in the level of motivation for learning a foreign language at different stages, an increase in children's self-esteem, the ability to empathize, the removal of stiffness and embarrassment, getting rid of the fear of making a mistake. Thanks to dramatization, the emotional sphere of the child develops.

V. Conclusion. All this also contributes to the creation of a psychological climate conducive to learning a foreign language.

Thus, the process of teaching a foreign language by means of dramatization contributes to the social, emotional, intellectual and linguistic formation of the student's personality. The use of dramatization also motivates the teacher to take into account the interests and needs of students as much as possible. Dramatization, like no other technique, allows the teacher to most fully implement a student-centered approach. Each student can develop in the language according to his or her abilities. When distributing roles, large ones with complex texts are

given to children with better language training; weaker students receive roles with a small number of cues. However, all students get great benefit from participation in the play and satisfaction from their work, because it does not matter what role the student has: secondary or main - you just need to know what it is for!

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