

THE INFLUENCE OF THE THEATRICAL METHOD ON MEMORY IN LEARNING A FOREIGN LANGUAGE

Ibragimova Dilafruz Shukhratovna
Senior Lecturer of the Department
"Practical English",
FSU
Muzaffarkhonov Yakhokhon
Student of the Faculty
English Language and Literature
FSU.

***Annotatsiya:** Maqolada chet tilini o'rganishda teatralizatsiya usulidan foydalanishning talabalar xotirasiga ta'siri ko'rib chiqilgan. Maqolada xotira tushunchasiga ta'rif berilgan va uning turlari haqida ma'lumot berilgan. Teatralizatsiya usulining xotiraning har xil turlariga ta'siri tahlil qilingan.*

***Kalit so'zlar:** Teatralizatsiya, xotira, qisqa muddatli xotira, uzoq muddatli xotira, teatralizatsiya metodikasi.*

***Аннотация:** В статье рассмотрено влияние применения метода театрализации на память учащихся при изучении иностранного языка. В статье дано определение памяти и предоставлена информация о её видах. Проанализировано воздействие метода театрализации на различные виды памяти.*

***Ключевые слова:** Театрализация, память, кратковременная память, долговременная память, театральная методика.*

***Abstract:** The article examines the influence of applying the method of theatricalization on students' memory when learning a foreign language. The article gives a definition of memory and provides information about its types. The impact of the method of theatricalization on different types of memory is analyzed.*

***Key words:** Theatricalization, memory, short-term memory, long-term memory, theatrical method.*

Learning a foreign language is one of the important and urgent tasks of modern education. However, many students have difficulty memorizing and using lexical and grammatical material, as well as developing language skills. Therefore, it is necessary to look for effective teaching methods and techniques that would increase motivation, interest and pleasure from the process of learning a language, as well as improve the quality and duration of memorization.

One of these methods is the method of theatricalization, which involves the use of various forms of theatrical activity in foreign language lessons, such as role-plays, scenes, dramatization of literary works, theatrical performances, etc. The method of theatricalization is based on the principles of a communicative approach to teaching a foreign language, which is aimed at developing students' ability to conduct dialogic and monologue speech in various communication situations.

It is also important to consider the very concept of memory, as Ozhegov's explanatory dictionary gives the following meaning to the word memory: "The ability to store and reproduce in consciousness previous impressions, experience, as well as the very stock of impressions and experience stored in consciousness [1, p. 1749]. Memory is one of the properties of the nervous system, which consists in the ability to retain information about events in the external world and the body's reactions to these events for some time, as well as to repeatedly reproduce and change this information. Memory plays an important role in the process of learning a foreign language, as it allows you to memorize words, rules, phrases, texts and other elements of the language system, as well as activate them when necessary.

There are several classifications of memory according to different criteria. One of the most common classifications divides memory into the following types:

➤ **Short-term** memory (short-term memory) is a component of human memory, in which information comes from sensory memory, after processing by perceptual processes, and from long-term memory, with the help of processes (mechanisms) of purposeful (controlled) and involuntary (spontaneous) recall, which allows you to retain for a short time a small amount of information in a state suitable for direct use by consciousness. Short-term memory has a limited capacity (about 7

units of information) and is prone to easy forgetting. Short-term memory is used to perform current tasks such as perceiving, thinking, problem solving, etc.

➤ **Long-term** memory is a memory that stores information for a long time (from a few hours to a lifetime). Long-term memory has an unlimited capacity and is more resistant to forgetting. Long-term memory is used to retain knowledge, skills, experiences, etc.

Long-term memory, in turn, is divided into the following subtypes:

➤ **Declarative** (explicit) memory is memory that stores facts, events, rules, words, and other elements that can be consciously reproduced and articulated in linguistic form. Declarative memory is divided into episodic (memory of personal experience) and semantic (memory of knowledge about the world around us).

➤ **Procedural** (implicit) memory is a memory that stores skills, abilities, habits, and other elements that cannot be consciously reproduced and articulated in language form. Procedural memory is formed as a result of repeated repetition of actions and requires less effort to memorize.

Theatricalization is a teaching method that uses dramatic techniques and elements of theater to enhance the learning process. In theatrical performances, for example, a student who suddenly forgets a memorized text can be helped by a line or improvised by his partner on the stage, because in the process of rehearsal or as a result of repeated repetition of actions, even the most difficult text is easily memorized. This method can have a significant impact on memory, improving students' ability to remember and recall information.

The theatricalization method is a method of teaching a foreign language, which involves the use of various forms of theatrical activity in foreign language lessons. The method of theatricalization is based on the principles of a communicative approach to teaching a foreign language, which is aimed at developing students' ability to conduct dialogic and monologue speech in various communication situations.

The theatricalization method has a number of advantages for teaching a foreign language, such as:

- activation of students' speech activity, since theatrical activity requires them to constantly express their thoughts, feelings, emotions in a foreign language;

- development of communicative competence of students, since theatrical activity contributes to the development of various functions of the language (informative, expressive, etc.), as well as the development of skills for the adequate choice of linguistic means depending on the goal, situation, addressee, etc.;

- expansion of the vocabulary of students, since theatrical activity involves working with a variety of texts (literary, journalistic, scientific, etc.), as well as the use of various styles of speech (official, informal, colloquial, etc.);

- consolidation of students' grammatical knowledge, since theatrical activity requires them to correctly construct sentences, agree on words, use tenses, etc.;

The effectiveness of the theatricalization method compared to other methods of teaching foreign languages depends on various factors, such as the goals, level, style and interests of the learners, as well as the ways in which this method is implemented and evaluated. Some studies show that the theatricalization method has a number of advantages, such as:

- contributes to the development of communicative competence, the ability to conduct a dialogue, adapt to different situations and interlocutors, express one's thoughts and feelings in a foreign language

- stimulates cognitive interest, motivation, creativity, imagination and emotional involvement of students in the process of learning a foreign language

- allows the integration of various types and forms of students' creative activities, such as reading, writing, listening, speaking, role-playing, dramatization, dramatization, etc.

- contributes to the formation of cultural competence, acquaintance with the peculiarities of the mentality, traditions and customs of native speakers of a foreign language.

Such a serious obstacle as the "communication barrier" becomes easily surmountable as soon as students find themselves in a situation of play, role-playing interaction, and are involved in the overall creative process. Theatricalization turns an

insecure "eternal C student" who is remembered at every word into an inspired Romeo, pronouncing monologues in one breath. As D. Ibragimova notes in her article, "For example, the student S. D. from the first semester could not pass the exam in special subjects, he was almost expelled, but his role of Othello in the work of the same name by W. Shakespeare made a great impression not only on the audience, but also on the teaching staff of the university. When he delivered Othello's famous monologue from the stage of the "Drama club", the walls shook and there was a loud silence. There were so many emotions and experiences in his voice, transitions from a high note to a quiet whisper, anger, anger, love, annoyance, pain. His emotional speech was understandable to everyone, even to those who did not know English." [6]

One of the most important benefits of theatricality is the improvement of long-term memory in students. When students are actively involved in the learning process, such as playing roles in a theatrical production, they are involved in the process on a deeper level. This helps the information to "anchor" in long-term memory.

For example, in the article "Methods and Techniques of Theatrical Activity in Education" by O.V. Alekseeva and Zh.E. Kurina, [9] the author writes: "Theatrical play, elements of theatricalization are a harmonious combination of theatrical art (conventionality of attributes, peculiarities of pronunciation of speeches) with the pedagogical process in terms of their goals and principles of construction (collectivity, distribution of roles, the need for pedagogical guidance)." Also in another article "The Use of the Theatricalization Technique as a Means of Comprehensive Teaching of Children in Literature Lessons" by N.Y. Kupavtseva [11] the author notes: "Theatricalization is the use of theatrical means in the pedagogical process. Theatrical play, elements of theatricalization are an inexhaustible source of development of feelings, experiences and emotional discoveries of the child." In addition, there are many examples of the theatricalization of famous works in a foreign language by students of the Faculty of English Language and Literature at FSU. These examples show how theatricality helps students better remember and

understand the material they are learning, as well as develop their communication skills.

In educational institutions that use the theatricalization method, students can use role-playing to explore historical events, scientific concepts, or literary works. Not only does this make the learning process more interesting and exciting, but it also helps students remember the material better.

Conclusion

Overall, the theatricalization method can be a powerful tool for improving memory. It offers an interactive and engaging approach to learning that can help students remember and recall information better. However, like any teaching method, it should be used with caution and in conjunction with other learning strategies for the best results.

We used theatrical dramatizations of English works of the student Drama club at FSU, the Faculty of English Language and Literature, in order to identify the increase in motivation to study the subject "English Literature". The results of the study showed that in the process of working on this type of activity, students became more open, academic performance increased, students began to take initiative in the learning process, the atmosphere in the group became team-like, the guys began to emotionally and creatively approach the performance of various tasks. The practice of using theatricalization gave advantages for activating various types of memory, stimulating the work of both hemispheres of the brain, increasing motivation for learning and the formation of long-term memory, students began to memorize more complex and larger texts in English.

References:

1. Ozhegov S. I., Shvedova N. Yu.: Explanatory Dictionary of the Russian Language / pp. 1749-1750
2. M. Kamenskaya, A. Kamensky, Fundamentals of Neurobiology. Moscow, Drofa Publ., 2014. - 365 p.
3. National Academy of Continuing Professional Education "Types of Human Memory in Psychology"

<https://nadpo.ru/academy/blog/vidy-pamyati-u-cheloveka-v-psihologii/>

4. Malyavina Svetlana Vladimirovna, Salina Anastasiya Sergeevna, Lysova Anastasiya Igorevna Ispol'zovanie theatricalizatsii na urokakh inostrannogo yazyka kak sposob povysheniya motivatsii izucheniya predmetva [The use of theatricalization in foreign language lessons as a way to increase the motivation of studying the subject]. 2015. №5-4 (14). URL: <https://cyberleninka.ru/article/n/ispolzovanie-teatralizatsii-na-urokah-inostrannogo-yazyka-kak-sposob-povysheniya-motivatsii-izucheniya-predmeta>
5. Baronenko E. A., Raisvikh Y. A., Skorobrenko I. A. ISPOL'ZOVANIE ELEMENTOV THEATRICALIZATSII PRI OBUCHENII VTOROMU INOSTRANNOMU YAZYKU V VYSSHEGO SHKOLE [THE USE OF THEATRICAL ELEMENTS IN TEACHING THE SECOND FOREIGN LANGUAGE IN HIGHER SCHOOL]. 2020. №6 (159). URL: <https://cyberleninka.ru/article/n/ispolzovanie-elementov-teatralizatsii-pri-obuchenii-vtoromu-inostrannomu-yazyku-v-vysshey-shkole>
6. Dilafruz IBRAGIMOVA The Use of Theatricalization in the Process of Teaching a Foreign Language to Students Jamiyat va innovatsalar – Society and innovations Special Issue – 2 (2021) / ISSN 2181-1415
7. Gavrilova Svetlana Grigor'evna, Korobova Svetlana Nikolaevna, Nesvetaeva Elena Aleksandrovna TEACHING ENGLISH LANGUAGE BY MEANS OF THEATRICAL ACTIVITY // Vestnik Maykopskogo gosudarstvennogo tekhnologicheskogo universiteta. 2021. №2. URL: <https://cyberleninka.ru/article/n/obuchenie-angliyskomu-yazyku-sredstvami-teatralizovannoy-deyatelnosti>
8. Mkrtycheva N.S., Makhonko Y.Yu., Yakovleva K.S. Dramatization as an effective means of teaching a foreign language. 2016. №3-3. URL: <https://cyberleninka.ru/article/n/dramatizatsiya-kak-effektivnoe-sredstvo-obucheniya-inostrannomu-yazyku>
9. Alekseeva O.V., Kurina ZH.E. METHODS AND TECHNIQUES OF THEATRICAL ACTIVITY IN EDUCATION // Proceedings of the VII

International Student Scientific Conference "Student Scientific Forum" URL:
<https://scienceforum.ru/2015/article/2015010513>

10. Muzaffarkhonov Yakhokhon Khusniddin ugli, & Ibragimova Dilafruz Shukhratovna. (2023). THE USE OF THEATRICALIZATION IN THE PROCESS OF FORMING STUDENTS' SPEECH SKILLS. Journal of Intellectual Property and Human Rights, 2(9), 43–46.
<http://journals.academiczone.net/index.php/jiphr/article/view/1320>
11. N.Y. Kupavtseva "The Use of the Theatricalization Technique as a Means of Comprehensive Teaching of Children in Literature Lessons"