

THE USE OF THEATRICALIZATION IN THE PROCESS OF FORMATION OF STUDENTS' SPEECH SKILLS

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***Annotatsiya.** Maqolada talabalarning nutq qobiliyatlarini rivojlantirishda teatralizatsiyadan foydalanish afzalliklari ko'rsatilgan. Dramatik to'garaklarni amaliyotda qo'llash namunalari keltirilgan. Ingliz tilini o'rganishda teatr texnologiyalarining mukammal xususiyatlari va ularning talabalarga ta'siri ko'rsatilgan.*

***Kalit so'zlar.** Teatrallashtirish, teatr texnologiyasi, teatr metodikasi, drama klubi, an'anaviy o'qitish usuli.*

***Аннотация.** В статье рассмотрены преимущества использования театрализации в процессе формирования речевых навыков у студентов. Приведены примеры использования драматических кружков на практике. Представлены отличные особенности театральных технологий при изучении иностранного языка и их влияние на студентов.*

***Ключевые слова:** Театрализация, театральные технологии, театральная методика, драматический кружок, традиционный метод обучения.*

***Abstract.:** The article discusses the advantages of using theatrical techniques in developing students' speaking skills. Examples of using drama clubs in practice are provided. The unique features of theatrical technologies in foreign language learning and their impact on students are presented.*

Key words. *Theatricalization, theatrical techniques, theatrical methodology, drama club, traditional teaching method.*

English is one of the most sought-after and widely spoken languages in the world, offering many opportunities for education, careers, and cultural exchange. However, learning English can be a difficult and boring process if limited to only traditional teaching methods such as reading, writing, grammar and translation. There are more effective and fun ways to learn English that allow students to not only learn the language, but also develop their communication, creative, and social skills. One of these ways is to participate in drama clubs. In this article, we will look at how drama clubs and the use of theatricalization affect the acquisition of the English language, what benefits they bring to students of different ages and levels of training.

Drama clubs are one of the ways to develop communication skills in a foreign language, in particular, in English. Drama clubs involve the active use of language in various situations related to the staging and performance of theatrical works. Participants of drama clubs have the opportunity not only to improve their pronunciation and grammatical competence, but also to expand their vocabulary, learn colloquialisms and idioms, as well as increase their cultural awareness.

The use of theatrical activities in learning a foreign language is quite a popular practice. In the article by A. R. Boduleva and V. V. Saypusheva "The Use of Theatrical Technologies in the Process of Teaching a Foreign Language", the authors talk about the positive aspects of the introduction of theatrical technologies into educational activities in English lessons.

In the article by S. N. Vyguzova "Elements of Theatrical Activity in English Language Lessons", the author examines the application of theatrical methodology at different stages of the English lesson. He emphasizes that the theatrical methodology is not limited only to dialogues, skits and monologues, but also includes poems and songs related to the topic. It also provides examples of specific tasks and exercises that can be used to activate students' speech.

The practice of using theatricalization in the process of forming students' speech skills is also used at Fergana State University. There is a Drama club at Fergana State University. Over the years of this studio's existence, students of the Faculty of English Language and Literature have staged several performances, including in English. The last of which were the works of famous authors Louisa May Alcott "Little Women", Margaret Mitchell "Gone with the Wind" and F. Scott Fitzgerald "The Great Gatsby".

As practice has shown, there are several main stages in working on a theatrical production in a foreign language:

- Familiarization with the work. We get acquainted with the work, the author of this work, with the original text, with its features.

- Work with text. At this stage, we translate unfamiliar words and phrases into our native language and practice them for a complete understanding of a particular scene by all participants in the performance. At this stage, the teacher should explain the peculiarities of the language and translation, as well as help to remove the language barrier of the students.

- Script development. At this stage, the script of the performance, the sequence of scenes, a list of props and scenery for each scene, adapted dialogues and monologues are developed, taking into account the level of foreign language proficiency and artistic data of each student. The roles and responsibilities of each of the participants are distributed.

- Initial listening or reading of the script. At this point, we play the entire play role-by-role. We try to get used to the role of our characters.

- Rehearsal. At the last stage, several rehearsals are organized under the guidance of a teacher. We act out our roles and memorize our lines during rehearsals.

When working on the staging of the above-mentioned performances in a foreign language, special attention was paid to working with language difficulties, i.e. the pronunciation of a foreign text, the translation of the original text from English into the native language for its full understanding, grammatical and lexical constructions and stylistic means.

Based on this example, we can say that theatrical technologies have contributed to the motivation of students, the development of communicative, creative and social skills, as well as an increase in the level of assimilation of educational material. As practice has shown, as a result of the production, students gradually got used to the role, pushing their personal relationship to the character or event into the background and creating a new image. Acting out the role, the students not only began to speak the language of a literary character, the dramatized story left a stronger and more lasting impression. After several rehearsals and going on stage, the students lost their fear of the audience, gained self-confidence and the "language barrier" became easily overcome, the students were involved in the general creative process. Also, during the rehearsals, students involuntarily memorized not only their lines, but the entire scenario, thereby increasing their vocabulary at times and developing memory. During the rehearsals, students learned not only to speak a foreign language clearly and fluently, but also to listen to a partner and work in a team, thereby developing their social and communication skills.

It can be concluded that the use of theatricalization has some advantages when learning English.

Firstly, drama clubs contribute to the motivation of students, as they make the process of learning a language more interesting and exciting. Students enjoy being able to express themselves through the role they play and receive positive feedback from their peers and educators.

Secondly, drama clubs contribute to the development of communication skills, as they require students to interact with each other in English in different contexts. Students learn to adapt to the interlocutor, listen and answer questions, express their opinions and argue their point of view.

Thirdly, drama clubs promote critical thinking, creativity and imagination as they encourage students to create their own scripts, characters and dialogues, as well as to analyze and interpret various literary works.

The result of the study showed that drama clubs are an effective and fun way to master the English language, which can bring many benefits to students of different

ages and skill levels. Drama clubs help students not only improve their language skills, but also develop their personality, self-esteem, and social skills.

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