

## THE IMPORTANCE OF DRAMA IN TEACHING FOREIGN LANGUAGES

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### ABSTRACT

There are ample approaches, methods and technics in the procedure of teaching foreign languages. However, making a choice an appropriate process (three notions are meant as a unit) is a bit daunting task to conduct the lesson. Therefore, it is going to be covered an idea of using drama in the classroom and ways to utilize this method successfully to teach an unfamiliar language.

**Key words:** Drama, proficiency, international language, approach, method, interference, communication skills, creativity, sense of boredom.

In contemporary epoch, learning foreign languages has become an integral part of the improvement of society in terms of education and economy. Therefore, most countries endeavor to ameliorate the system of teaching foreign languages in order to make their population conscious about current beneficial information occurred around the world. Consequently, they pay great attention to improve their young generations' proficiency of English, since it is hard to explore the zenith of success in the world society without any international language. Probably, it is a main reason why a wide range of nations try to improve their school curriculum on teaching English as it is highly recognized one around the globe.

There are plethora of approaches and methods which are helpful to teach English. For instance, Total Physical Response, The Silent Way, Content-Based Instruction and others. Nevertheless, most scholars insist on teaching English through drama which is considered as one of the best tactic to enhance learners' competence on language.

It is widely acknowledged that drama is such a significant approach while children are being taught language. It has a great contribution to overcome several obstacles which are considered as real boundaries in teaching process. For example, several learners may feel the sense of shyness or hesitation. Furthermore, most children are sufficiently introvert to corporate with others. Additionally, it is a common phenomenon that young learners have difficulty to find encouragement to learn the language. So, engaging young learners with drama can bore fruitful results in these situations. Participating in drama can be an appropriate incentive for students to act confidently and perform their ability adroitly. Additionally, it is widely acknowledged that learning language is more affordable through learners' interference with others. However, some students are not sociable and they have a fear of being dismembered or isolated by their peers if they make mistakes in their performances. As a result, they cannot boost their English learning competence regarding such emotional drawbacks.

However, participating in a drama club can bore several fruitful results in the developments of students' performance of a language. Firstly, learners accumulate how to boost their confidence in order to stand in front of others. Secondly, it can help to improve communication skills while interacting with others. Additionally, their creativity is formed more intensively vie the participation in the club. Especially, it is easy to learn the language with amusement and pupils never feel the sense of boredom. Besides their speaking and listening competence, they have an idea on how to behave in the circle of people that is society. Therefore, comprising such merits, it is broadly believed that it is the most necessary method to indulge students to learn language eagerly.

In order to organize the class with drama, it is highly recommended that it should be consisted of chronic and ordered stages to cover all the aspects of teaching. Every four lessons varies with different stages. Because, it is suggested that one story should be performed by the class in a month into sections in every class distinctively 4 in order to accomplish the aim of the project. Advised stages, that means if it is held once in a week, we will have lessons in a month to cover one story. So, we should divide our lessons are:

First lesson	<ol style="list-style-type: none"> <li>1. Warm up</li> <li>2. Introducing the story</li> <li>3. Storytelling by teacher</li> <li>4. Vocabulary game time</li> <li>5. Consolidation with poem</li> </ol>
Second lesson	<ol style="list-style-type: none"> <li>1. Greeting(warm-up)</li> <li>2. Storytelling by students</li> <li>3. Watching the story</li> <li>4. Making dialogs with expression</li> </ol>
Third lesson	<ol style="list-style-type: none"> <li>1. Greeting</li> <li>2. Stick the words on the word groups</li> <li>3. Make a role play</li> <li>4. Consolidation with a poem</li> </ol>
Forth lesson	<ol style="list-style-type: none"> <li>1. Greeting</li> <li>2. Revise all learned vocabulary</li> <li>3. Perform the story</li> <li>4. Choosing the next story</li> </ol>

The important thing for teacher is to be more creative and emotional. Besides, special room should be organized and decorated for the drama class in order to make a creation of real atmosphere of the story. It will be better if learners participate in the decoration of the place.

So, considering several beneficial outcomes, using drama in the classroom is an excellent way of instructing the language.

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