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USING DRAMA IS AN IMPORTANT SOURCE OF TEACHING ENGLISH IN
SECONDARY SCHOOLS
ИСПОЛЬЗОВАНИЕ ДРАМЫ ЯВЛЯЕТСЯ ВАЖНЫМ ИСТОЧНИКОМ В ОБУЧЕНИИ
АНГЛИЙСКОГО ЯЗЫКА В СРЕДНИХ ШКОЛАХ
ОРТО МЕКТЕПТЕРДЕ АНГЛИС ТИЛИН ОКУТУУДА ДРАМАНЫ КОЛДОНУУ
НЕГИЗГИ БУЛАК БОЛУП САНАЛАТ

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Annotation: *In this article the author points out the relevance and the role of drama in the process of teaching foreign language to secondary school children. Using drama is considered one of the most important ways of enhancing and reinforcing the students' linguistic materials and 4 skills in learning foreign languages. Furthermore, more useful, effective and modern methods and techniques are included by vivid examples.*

Аннотация: *В данной статье рассматривается актуальность и роль драмы в процессе обучения средних классов иностранному языку. Использование драмы является одним из важных путей усиления и укрепления фонетики, грамматики, лексики, речи, аудирования и письма в обучении иностранных языков.*

Аннотация: *Бул макалада автор орто класстарга чет тилин үйрөтүү процессиндеги драманын актуалдулугун жана ролу жөнүндө жазат. Ошондой эле, драманы колдонуу чет тилин үйрөнүүдө окуучулардын лингвистикалык жана окуу, жазуу, угуу, сүйлөө билгичтиктерин жакшыртуунун жана күчөтүүнүн эн маанилүү ыкмасы экенин көрсөтөт. Мындан сырткары, эң пайдалуу, эффективдүү жана заманбап усулдар, ыкмалар жана пайдалуу мисалдар менен берилген.*

Key words: *promote, tool, a playwright, advantage, communicate, eclectic, performance, dramatize.*

Ключевые слова: *способствовать, руководство-пособие, драматург, преимущество, общаться, эклектика, спектакль, инсценировать Далее, полезные, эффективные и современные методы и навыки включают с яркими примерами*

Ачык сөздөр: *камсыздоо, көрсөтмө, драматург, артыкчылык, баарлашуу, эклектика, спектакль, ролду аткаруу.*

Drama is an appealing teaching strategy which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills. Drama bridges the gap between course-book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real life situations by providing insights into how to handle tricky situations. If drama is considered as a teaching method in the sense of being part of the eclectic approach to language teaching, then it can become a main aid in the acquisition of communicative competence.

Drama is a word of Greek origin meaning "action" and referring to a performance on the stage in which actors act out the events and characters of a story. A dramatic work is usually called a play, but if you want to specify what type of drama it is, you can call it a comedy, a tragedy, a farce or tragicomedy or other names. As well as a play, drama usually involves:

- a playwright or dramatist, that is, the author of the play;
- a stage, that is, the area in a playhouse or theatre where the play is performed;

- an audience, that is, the people who go to the theatre to watch the performance.

Moreover, drama is a unique tool to explore and express human feeling. It is an essential form of behavior in all cultures; it is a fundamental human activity. Drama can have on child development when applied functionally within a primary classroom. Drama has the potential, as a diverse medium, to enhance cognitive, affective and motor development. A high degree of thinking, feeling and moving is involved and subsequently aids in the development of skills for all other learning within and outside of schools. However, drama is also a tool which is flexible, versatile and applicable among all areas of the curriculum. Through its application as a tool in the primary classroom, drama can be experienced by all children. It is ideal for cross-curricular learning and is a valuable tool for use in many subject areas. In particular, drama develops outlook of the students' – supporting speaking and listening, extending vocabulary and encouraging pupils to understand and express different points of view. Dramatic activity motivates students' to write for a range of purposes; facilitate the type of language behavior that should lead to fluency; and it is accepted that the learners want to learn a language in order to make them understood in the target language. One of the greatest advantages to be gained from the use of drama is that students become more confident in their use of English by experiencing the language for their future life. Dramatic activity is already a natural part of most children's lives before they start school in the form of make-believe play, enabling them to make sense of their own identity by exploring meaningful fictional situations that have happened in the real world. This can be utilized at school through structured play and drama to encourage pupils to learn actively and interactively throughout the primary years and across the curriculum. Students' like to move and to interact with others. In drama we ask them to do exactly this. Rather than sitting still and listening they are encouraged to move, speak and respond to one another. Students who are challenged by reading and writing often respond more positively to the imaginative and multisensory learning offered by drama. This helps them develop such skills as creativity, enquiry, communication, empathy, self-confidence, cooperation, leadership and negotiation. Most importantly, drama activities are fun – making learning both enjoyable and memorable. Drama gives students' opportunities to explore, discuss and deal with difficult issues and to express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, they are encouraged to take responsible roles and make choices – to participate in and guide their own learning.

Using drama and drama activities has clear advantages for language learning. It encourages students to speak; it gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expression. There are also a number of other factors which makes drama a very powerful tool in the language classroom. Drama is an ideal way to encourage learners to guess the meaning of unknown language in a context. Learners will need to use a mixture of language structures and functions if they want to communicate successfully.

1.To make language learning active, motivating.

2.To help learners gain the confidence and self-esteem needed to use the language spontaneously. By taking a role, students can escape from their everyday identity and "hide behind" another character. When you give students special roles, it encourages them to be that character and abandon their shyness.

3.To bring the real world into the classroom (problem solving, research, consulting dictionaries, real time and space, cross-curricular content) When using drama the aim can be more than linguistic, teachers can use topics from other subjects: the students can act out scenes from

history, they can work on ideas and issues that run through the curriculum . Drama can also be used to introduce the culture of the new language, through stories and customs, and with a context for working on different kinds of behavior.

4. When students dramatize, they use all the channels (sight, hearing, and physical bodies) and each student will draw to the one that suits them best. This means they will all be actively involved in the activity and the language will "enter" through the channel most appropriate for them.

5.To develop students' ability to empathize with others and thus become better communicators. Besides, some research studies, (Maley and Duff 2001) suggest that drama activities can promote interesting ways of motivating language learners and teachers. With drama we can play, move, act and learn at the same time. Also the use of drama activities has clear advantages for language learning regarding motivation, the use of language in context, teaching and learning cross curricular content.

There are several studies that support the benefits of drama in foreign language learning, such as Maley and Duff (2001) and Brumfit (1991). Dramatic activities according to Maley and Duff (1979) "Are activities which give the students an opportunity to use his own personality in creating the material in which part of the language class is to be based". Drama activities can provide students with an opportunity to use language to express various emotions, to solve problems, to make decisions, to socialize.

Furthermore, here is suggested the following materials as an example above mentioned opinions: In fairy-tale texts, it can be used to deepen characterization. This technique operates in a controlled manner and is, therefore, very useful for the teacher who is new to drama. Texts about characters who have done heroic feats, lived an adventurous life or been in the news for some reason or the other, can be used for hot seating or questioning in a role.

In dramas,helps children opportunities to explore, discuss and deal with difficult issues and to express their emotions in a supportive environment. The teachers can take any fairy-tail for primary children like: Russian "Red Cap", Kyrgyz "ChypalakBala", English "Small House in the Wood" and "Cinderella".

In dialogues,it helps in enhancing the speaking-listening skills of the learners and improves communication through imitation of characters.

Fairy tales are a great way to spark the imagination of children. They can easily relate to fairy tales and enacting the same by making sets out of coloured cardboard paper can help them memorize the tale as well as inculcate the morals imparted by the tales.

1. Here is an example from Cinderella tale; it is approximately 15 minutes, ages 9-14. A poor servant girl befriends wild birds who help her create an outfit to attend the prince's ball.Cinderella is aided by birds, rather than a fairy godmother. The stepsisters are beautiful but cruel, and in the end, both stepsisters maim their feet in order to fit into the slipper.

Excerpt from the play:

Characters

Narrator One, Narrator Two, Cinderella, Cinderella's Mother, Cinderella's Father, Stepmother, Stepsister One (Anastasia), Stepsister Two (Javotte), Little Bird in the Tree,Messenger, Prince, Many Little Birds.

Narrator One: Once upon a time there was a beautiful woman who was married to a rich man. One winter, she fell gravely ill and she called her only daughter to her bedside.

Cinderella's Mother: Always be a good girl and I will look down from heaven and watch over you.

Cinderella: I promise, I will mother.

Narrator Two: Soon afterward, she shut her eyes and died, and was buried in the garden.

Narrator One: Every day, the girl went to her grave and wept. And she kept her promise to be good and kind to everyone around her.

Narrator Two: When the snow melted and spring came again, the girl's father married another wife. She had two daughters of her own who were fair in face and foul at heart.

Narrator One: They treated the girl very poorly.

Stepmother: (To Cinderella) Look at the good-for-nothing!

Stepsister Two: If you eat bread, you must earn it!

Stepsister One: You must earn your fancy clothes too.

Stepsister Two: Here, take this old gray dress. From now on, you will be our servant!

Narrator Two: She was forced to do hard work from morning to night.

Stepmother: Do what my daughter's say!

Stepsister Two: Make us breakfast!

Stepsister One: Wash our clothes!

Narrator One: When she was tired, she had no bed to lie down on. She was forced to lie by the hearth among the ashes with the cat.

2. The *Little Red Cap* is an interesting fairy tale for children. Most teachers also use this fairy tale as a role play activity. It takes approximately 10 minutes, ages 9-12.

Characters: Narrator, Little Red Cap, Mother, Wolf, Grandmother, Woodsman

Narrator: Once upon a time there was a very beautiful blond girl who lived in a village near the forest with her mother. One day her grandmother gave her a very nice red cloak. That is why everybody in the village called her Little Red Riding Hood. One day...

Little Red Cap: Did you call me, mother?

Mother: Yes, Little Red Riding Hood. Your grandmother is very sick. I want you to go to her house and take her this little basket with some bread and honey.

Little Red Cap: Yes, mother.

Mother: But don't stop in the forest, and don't talk to strangers. Do as I say, and get to your grandmother's house.

Little Red Cap: Yes, mother.

Narrator: Little Red Riding Hood went through the forest, with the little basket for her grandmother, who lived in a nearby village. Along the way, she saw many beautiful flowers in the forest.

Little Red Cap: Oh, what beautiful flowers! I will take some to my grandmother.

Narrator: She left the little basket on the ground to pick up some flowers, when suddenly...

Wolf: Good morning. Little Red Riding Hood!

Little Red Cap: Good morning, Mr. Wolf.

Wolf: Where are you going so early?

Little Red Cap: I am going to my grandmother's house to take her this little basket with some bread and honey.

Wolf: Good-bye, Little Red Riding Hood. I hope she gets better. And look, do you see that road?

Drama and the performing arts allow an avenue to develop cognitive abilities that compliment study in other disciplines. For example, drama students learn to approach situations in an array of different manners which can help to develop creative thinking and new study techniques.

Finally, drama is an appropriate method for teaching children with different learning styles and at different levels of understanding. In a drama lesson all children are equally and actively involved, each role is essential for the successful performance of the play. Another important motivational factor, related to success, is self-confidence. As children become familiar

with their lines in a play, they become more confident in their use of language and drama encourages adaptability, fluency, and communicative competence.

It's long been understood that a study of drama at the elementary, middle and high school level helps students improve in a wide range of areas, such as self-confidence, self-esteem, self-expression, communication, collaboration, interpersonal skills, aesthetic awareness and, last but not least, imagination.

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