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DIDACTIC VALUE OF THE EDUCATIONAL DRAMA METHOD IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

ANNOTATION

With the globalization of the world the popularity of the English language as an international language has been rising day by day. Speaking English as a foreign language is also one of the top priorities in Uzbekistan. The youth today is more competent in English than ever before. Children today are learning EFL starting from kindergarten to meet the demand of the day. So, there is a serious competition for professional EFL teachers who can apply modern language teaching methods at their lessons. In today's classrooms traditional language teaching methods are rejected as they can't meet the demand of present time. Now learners of foreign languages should be competent in all skills (listening, reading, writing, and speaking) and should be able to use the language freely outside of the classroom. Given the above most teachers apply communicative language teaching approaches at their lessons. The communicative approach is an umbrella term which can include several communicative methods. The author of the article discusses the usage of an educational drama as an effective method in teaching EFL with several didactic values. An educational drama which is also based on communicative approach has already won popularity as an invaluable foreign language teaching method in many developed countries. Many world scholars and researchers have already proved the efficacy of this method by organizing experiments in different settings. But our teachers haven't so far widely used this method in the classrooms of Uzbekistan. The article highlights the important aspects of an educational drama as a new trend in a foreign language teaching in Uzbekistan.

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INGLIZ TILINI CHET TIL SIFATIDA O'QITISHDA TA'LIMYIY DRAMA METODINING DIDAKTIK AHAMIYATI

ANNOTATSIYA

Globallashuv bois ingliz tilining xalqaro til sifatidagi nufuzi kundan-kunga ortib bormoqda. O'zbekistonda ham ingliz tilini chet til sifatida bilish ustuvor vazifalardan biriga aylanmoqda. Davrimiz yoshlari ingliz tilini har qachongidan ham yaxshiroq bilishga intilmoqdalar. Ingliz tilini chet til sifatida o'rganishning bolalar bog'chasidan boshlanib uzluksiz davom etishi zamonaviy til o'qitish usullarini rivojlanishini taqozo etadi. Hozirgi kunda o'z darslarida zamonaviy til o'qitish usullarini qo'llay oladigan professional chet tili o'qituvchilari orasida katta raqobat mavjud. Dars jarayonida til o'rgatishning an'anaviy usullari zamon talabiga javob bera olmayotganligi sababli rad etilmoqda. Endilikda chet tillarni o'rganuvchilardan barcha ko'nikmalar (tinglab tushunish, o'qish, yozish va gapirish) bo'yicha kompetentsiyaga ega bo'lish va darsdan tashqarida tildan erkin foydalana olish talab etilmoqda. Buning uchun ko'pchilik o'qituvchilar o'z darslarida til o'rgatishning kommunikativ usulidan foydalanadilar. Kommunikativ yondashuv, bu – bir nechta kommunikativ usullarni o'z ichiga olishi mumkin bo'lgan umumiy atama. Maqolada bir nechta didaktik ahamiyatga ega bo'lgan ta'limiy drama metodi ingliz tilini chet til sifatida o'qitishdagi samarali metod sifatida muhokama qilingan. Kommunikativ yondashuvga asoslangan ta'limiy drama metodi ko'plab rivojlangan mamlakatlarda chet tilni o'qitishning bebaho usuli sifatida shuhrat topgan. Dunyoning ko'plab olimlari va tadqiqotchilari turli xil sharoitlarda tajribalarini opttirish orqali ushbu usulning samaradorligini isbotlaganlar. Ammo bu usul shu kungacha O'zbekistonda nazariy jihatdan tadqiq qilinmagan va dars jarayonida tajribada sinalmagan. Shu maqsadda maqolada ilk

Key words: educational drama, didactic value, competence, motivation, self-confidence, cooperation.

bor ta'limiy drama metodi O'zbekistonda xorijiy tillarni o'qitishning yangi yo'nalishi sifatida tadqiq etilmoqda.

Kalit so'zlar: ta'limiy drama, didaktik ahamiyat, kompetensiya, motivatsiya, o'ziga ishonch, hamkorlik.

INTRODUCTION

EFL teaching specialists, methodologists around the world have been promoting student-centered education since the beginning of the 21st century and have offered various communicative language teaching methods till today. All these attempts are done to enhance teaching standards of foreign languages which will work for the efficacy of language users. In the organization of student-oriented education, cooperation of students takes place, in which students' attitudes towards society and life, their views and thoughts develop and harmonize. Therefore, today it is necessary for teachers to avoid uniformity in the content of education, to be able to organize the formation of skills of modeling communication skills. Among many EFL teaching methods Educational drama has its own role which can contribute to the development of students' ability to use all components of communicative competence (linguistic, sociolinguistic, pragmatic, strategic and etc.) and has several didactic values in a language teaching process.

When students demonstrate their communication skills through dramatic works and characters, speech activity develops correctly and quickly. At the same time, students develop friendly relations and social cooperation skills, which is a process of an important pedagogical value. Unlike conventional teaching methods, it involves live speech and expands their imagination levels. In addition, they put the knowledge they have obtained into practice and as a result they can develop the theory and practice together. While we highlight the didactically important aspects of using dramatic exercises, it is necessary to look for ways to use them effectively in classes, because educational drama is a powerful guiding tool of the learning process and one of the many-sided tendencies of learning. With the help of this method, students' interests in learning are stimulated quickly and intensively as children have inclination to games by nature. In such drama activities, students' learning, mastery, and interests are more strongly manifested than in the usual educational process. Students use their abilities in the performance process and strive for self-expression. Preparing every student psychologically and physiologically for the lesson, expanding their attention, memory, interest, perception, thinking should be the goal and task of every foreign language teacher. The peculiarity of using drama at the lessons is that it expands students' personal life and worldview.

The process of using educational drama is rich in emotions, because it creates a favorable situation for enlivening, clarifying and remembering the simplest situations. This type of a lesson is contrasted with a traditional teaching method in which students passively listen to the explanations of a teacher. In drama integrated classes

even students with a low level of intelligence will be able to actively participate and complete tasks that they would not be able to do in a normal learning situation.

A teacher should always be able to organize dramatic games for didactic purposes, using the inclinations of students to educational games. Only then they can achieve the necessary pedagogical efficiency and result. In addition, it creates unique conditions for the development of students' creativity and activity. The essence of such conditions is that students communicate on the basis of mutual equality, learn expressing emotions, and develop independent thinking. It is known that evidence and events are integrated into a single visual system, in such a case, students gain self-confidence and pride, and any language learning becomes easier. Moreover, drama activities develop students' listening and understanding ability and create the opportunity to pronounce words correctly in a foreign language.

LITERATURE REVIEW

The analysis of the research shows that the process of using drama technology in the formation of friendly relations and social cooperation skills in students is not theoretically based, and teachers have not studied the ways and methods of organizing such a didactic process. Therefore, we consider the solution of this problem to be a didactic event of special importance in increasing the effectiveness of education. Effectiveness depends on how the educational process is organized. Therefore, what tasks can be resolved in their implementation should be defined pedagogically correctly. According to pedagogues and psychologists, any lesson logically organized and based on interests has a positive effect on learners' emotions and promotes intellectual development and improvement of speech in a foreign language. A student who is able to fulfill the educational requirements such as searching, finding, separating, performing will have a unique way of thinking. In this, a special desire to acquire knowledge is created, they approach creatively, opportunities for curiosity appear, and they do not become passive participants at the lesson.

Drama in the educational field consists of fostering the social, intellectual and linguistic development, says J.Dougill in his scientific views [Dougill J., 1987; 151]. A.Meley and A.Duff claim that drama performances enable students to show their emotions, personality and creativity [Maley A. & Duff A., 1982; 234]. V.Aldavero suggests that drama classes accelerate students' socialization, critical thinking, problem-solving skills, and oral communication by exposing them to different language styles [Aldavero, V.A. 2008]. Researcher A.Ulas says, "if students experience the topics personally, these will be assimilated and not forgotten" [Ulas A.H., 2008]. Students also lose their inhibitions, because, by playing a role, they are able to "escape from their everyday identity". By giving them a special role, students, especially the shyest ones, feel encouraged and tend to abandon their embarrassment and shyness, says C.Phillips [Phillips S.C., 2003; 154]. He further emphasizes that students who enjoy drama performances learn not only language units, but also the correct use of gestures and the correct delivery of emotional states.

A.Ulas summarizes the scope of creative drama through six principles:

- a. A student learns meaningful content better than other contents.
- b. Learning occurs as a result of a student's interaction with his/her environment.
- c. The more sensory organs a student uses while learning, the greater the retention of the lessons.
- d. A student learns best by doing and experiencing.
- e. Effective participation is important in learning emotional conduct.
- f. Learning becomes easier and more permanent in educational environments where there is more than one stimulus.

J.Dougill lists seven main advantages of drama when used in a language class [Dougill J., 1987; 151]:

- a. They provide a framework for communicating.
- b. They allow for unpredictability in language use.
- c. They provide a bridge between classroom and the real world.
- d. They allow for creativity and involve the "whole person".
- e. They provide physical involvement and release.
- f. They develop confidence and can be motivating.
- g. They help cater for mixed-ability classes and large numbers.

Obviously, it is desirable to influence the senses of students in order to stimulate their cognitive processes. That's why Ashton-Hay claims that drama combines all learning styles, hearing, seeing, acting, interpersonal communication, etc. [Ashton-Hay S., 2005].

Considering the views of the above scholars, it can be concluded that drama enables students to use language naturally. In traditional way of learning languages students try to memorize language units and use them in various sentences. This can be effective for some short period, but this is easily forgotten and not long lasting. If a teacher creates various communicative situations for learners and students actively use the language in the process of role-playing, this will have a positive effect on their perception, creative thinking and communication exchange process, and through this the "artificial" language will become more natural to learners, and then they will be able to use their obtained experience with foreigners in the future.

Another important aspect of drama classes is that during the performance students can move around as in natural situations. This makes students feel more comfortable than sitting and listening in traditional classes.

RESULTS AND DISCUSSION

Summarizing all the above opinions, the following didactical values of the drama method have been identified:

- a) drama activities make it possible to equally develop all speech activities (listening, reading, writing, speaking) and language units (phonetics, vocabulary, grammar) at the same time;
- b) provides equal participation of all students;
- c) develops students' motivation;
- d) encourages creative thinking;

- e) develops to work cooperatively in a team;
- f) increases self-confidence and public speaking skills.

1. In communicative foreign language teaching, the main emphasis is given to the equal development and activation of students' speech activities (listening, reading, writing, speaking) and language units (phonetics, grammar, vocabulary) during the educational process. There are usually several types of exercises aimed at developing each speech activity. However, we did not come across the exercises dedicated to the development of all types of speech activities while analyzing the English language textbooks of grades 5-9. The educational drama technique is one of the effective methods aimed at the development of speech activities through integration.

“Considering the pedagogical and linguistic aspects of using drama in language classrooms, teachers may use certain types of drama techniques such as improvised language games, mime, role play and simulations. These activities can be organized around four main skills – listening, speaking, reading and writing. Furthermore, pronunciation and articulation games are best to teach the sounds as well as the correct rhythm and intonation”, says A.Dubrac [Dubrac A.L., 2013]. M.Sambanis and L.Schiffler commented that drama-oriented vocabulary exercises make words and phrases memorable along with gestures in actions [Sambanis M., 2013, Schiffler L., 2012]. J. Lapaire suggests that grammar can also be incorporated into drama by using actions to demonstrate grammatical aspects [Lapaire J.R., 2006; 224]. Liu Jean says that drama can help students overcome linguistic deficits by promoting non-verbal communication strategies. Language learners try to use gestures when they do not feel perfect in expressing themselves linguistically. People's feelings of not being able to express themselves linguistically restricts them from thinking and giving ideas, so drama enables them to go beyond the limits of linguistic expressions, Liu Zhan adds [Liu J., 2002]. The table below shows how certain types of educational drama can develop speech activities and language units all in one (see Table 1.1).

Table 1.1.

Speech activities and language units	Types of educational drama				
	Pantomime	Role-play	Simulation	Improvisation	Script
Teaching lexis	+	+	+	+	+
Teaching grammar	+	+	+	+	+
Teaching listening	–	+	+	+	+
Teaching reading	–	+	+	–	+
Teaching speaking	–	+	+	+	+
Teaching writing	–	+	+	+	+

Sample exercises:

1. It is possible to organize an exercise on the topic “Greeting party in the international school” in the project lesson given in the 2nd section of the 5th grade text book (see Figure 1.1).

Figure 1.1.

2a **Answer the questions and complete the table.**

- | | |
|-----------------------|-----------------------------------|
| 1) What's your name? | 4) What's your telephone number? |
| 2) How old are you? | 5) Do you live far from school? |
| 3) Where do you live? | 6) How do you go to school? |
| What's your address? | 7) What's your favourite subject? |

name	age	address	telephone	go to school	favourite subject

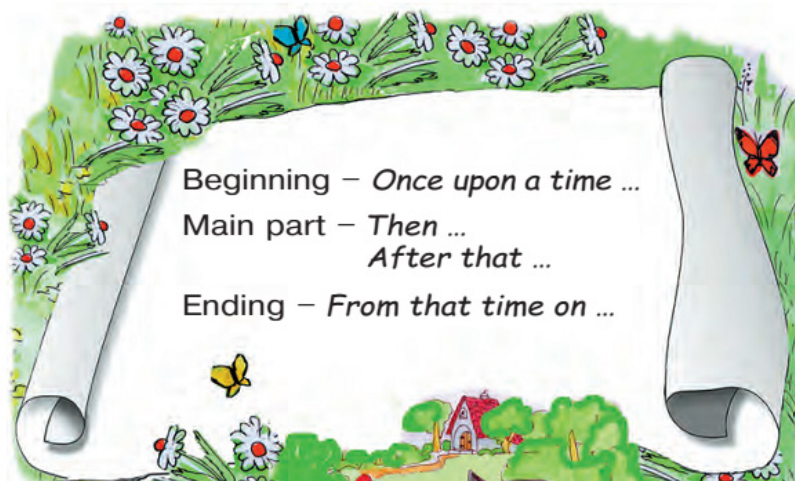
Task: Imagine you are all international pupils from different countries. Create a new personality for yourself and pretend to be another person with a different name, age, nationality and etc. This is your first day at school and there is a greeting party for all pupils. Try to find at least 3 friends and ask information about them using questions given in ex: 2a, p.17. You are given 10 minutes to get acquainted with at least 3 other pupils. Make sure that you remember the information about those pupils; you can take notes if you wish. When you finish with the task you should introduce the person you liked most and speak about this person to the class.

In the task given above, students will learn the skills of using the grammatical structure and lexical units in real life, which are used in giving information about oneself, address of residence, age, hobby, subject and asking similar information from others. Also, the task of “getting into the image of a new person” arouses interest in them and has a positive effect on the ability to think creatively. They develop speaking skills by asking and answering questions, and listening comprehension skills to answer the given questions. Writing down the answers will help students develop their writing skills.

2. 6th grade, 12th section is dedicated to the topic “The world of fairy tales”, in the project lesson students are given the task of writing a fairy tale (see Figure 1.2).

Figure 1.2.

2a Work in groups. Write a fairy tale.



Instead of this task, students can be given the task of performing a scenario of a fairy tale or performing a fairy tale they have created in groups. Acting out a play based on a scenario enables students to correctly use the learned past tense and lexical units used in writing fairy tales based on their sociolinguistic characteristics, and also serves to develop students' writing, reading, speaking, and listening skills equally.

Here is the script of the fairy tale "Red Riding Hood" as an example:

Task: read the play-script for the fairy-tale *Red Riding Hood* and act out in small groups. While doing that pay attention to the structure of the past tense and the use of active vocabulary. Work on correct pronunciation of each word, follow word and sentence stress and use your acting skills.

Little Red Riding Hood – Play-script [<https://files.schudio.com>]

Characters: Narrator, Little Red Riding Hood, Mother, Wolf, Grandmother, Woodsman

Scene 1

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 Riding Hood: 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 Riding Hood: Yes, mother.

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

Little Red Riding Hood: 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 Riding Hood (picking flowers): 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 Riding Hood: (smiling) Good morning, Mr. Wolf.

Wolf: Where are you going so early?

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

Wolf: Does your grandmother live far from here, Little Red Riding Hood?

Little Red Riding Hood: No, Mr. Wolf, she lives just across the forest in the first little house in the village - the one with the white door.

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

Little Red Riding Hood: Yes, I do.

Wolf: (pointing) Just follow that road and you will get to your grandmother's house.

Little Red Riding Hood: Thank you!

Wolf: (looking suspicious) Good-bye, ha, ha, ha, ha, ha!

Scene 2

Narrator: Little Red Riding Hood kept looking for flowers disobeying her mother who told her not to stop in the forest and to get to her grandmother's house directly. Meanwhile, the wolf knocked at Little Red Riding Hood grandmother's house.

Grandmother: Who's there?

Wolf: (soft voice) It's me, grandmother, Little Red Riding Hood, and I brought you a basket with some bread and honey.

Grandmother: Come in my little angel, push the door.

Narrator: As soon as the wolf entered, he gobbled up Little Red Riding Hood's grandmother. Then he put on her nightgown, jumped into bed and waited for the little girl. A few minutes later Little Red Riding Hood arrived at her grandmother's house. She knocked at the door.

Wolf: Who's there?

Little Red Riding Hood: Grandmother, it's me, your granddaughter, Little Red Riding Hood. I came to bring you a little basket with some bread and honey.

Wolf: Come in my little angel, push the door.

Narrator: Little Red Riding Hood entered the little house. She went straight to her grandmother's room, and in the bed, there was the Wolf dressed with her grandmother's clothes.

Wolf: Come in, my little angel. Rest for a while.

Narrator: Little Red Riding Hood sat in a chair, and looked at her grandmother.

Little Red Riding Hood: (looking puzzled) Grandmother...your voice sounds so

odd. Is something the matter?

Wolf: I just have a bit of a cold.

Little Red Riding Hood: Oh, what big ears you have, grandmother!

Wolf: All the better to hear you with.

Little Red Riding Hood: And what big eyes you have!

Wolf: All the better to see you with.

Little Red Riding Hood: Oh, grandmother, and what big teeth you have.

Wolf: (jumping out of bed) All the better to eat you with! Ha, ha, ha, ha, ha!

Narrator: The Wolf gobbled up Little Red Riding Hood. Then the wolf fell asleep.

Meanwhile a woodsman was passing by the little house, when he saw the door open.

He entered, looked for the old lady, and then he saw the wolf.

Woodsman: (looking horrified) Oh no! The wolf has eaten Grandmother! But he is sleeping.

Narrator: He grabbed the wolf and made him spit out the poor Grandmother and Little Red Riding Hood, who were luckily still in one piece.

Little Red Riding Hood: (hugging the woodsman) Thank you, kind woodsman.

Grandmother: This will be a lesson for you, Little Red Riding Hood - never disobey your mother again.

In the script above, the words and phrases are highlighted in red letters specially for students to emphasize the use of lexical and cultural units. The underlined words are given so that students can easily remember and use the past tense of the verbs.

1. At secondary school classes, students of the same age in the same class, at the same time, with the same teacher show different results in different subjects. Students' heredity, family condition, teacher's attitude toward a student, student's interest and ability affect the academic achievements of students. Given the above the class can be divided into different levels (A-level, B-level, C-level...) students. Learning a foreign language is a challenge for every student as there is no language environment around them out of school time. Students can practice the language only in given 45- minute lesson hours, but even this acquired knowledge is quickly forgotten as students cannot practically apply the language in their everyday life. Since English is recognized as an international language, the demand for this language learning is increasing year by year. In order to meet the demand for foreign languages, language courses are opened everywhere, foreign TV programs are broadcast through information and telecommunication means, and language learning opportunities are also available through mobile phone applications. Inspired language learners are taking advantage of the language learning opportunities listed above from a young age, and as a result, there is a gap in language proficiency in classrooms. In one classroom there can be combination of students who are satisfied with school program, students who improved their language ability attending language courses and the ones who even cannot master the school program sufficiently. Such classes are called Mixed-level classes, which make it difficult for a teacher to organize the lesson process. Of course, a teacher must organize lessons based on the curriculum approved by the Ministry of Public Education, but the subjects in the textbook may be easier for students who

have advanced in terms of language proficiency and as a result, they may not be satisfied with the lesson. On the other side, it is necessary to organize a lesson in a simpler form for students with low mastery. Students with different levels of such language skills need to be taught in a unique way. The educational drama method can solve this problem and can involve the participation of all level students at the lesson. Pantomime is a fun activity not only for students, but also for adults. Since pantomime mainly involves body movements and gestures, this activity is useful for working with students of all skill levels. In role-playing, improvisation and simulation classes, all participants can share ideas on an equal basis, even a student with low mastery of staging can actively participate with his ideas. In the performance process, a student with a wide range of language skills can play the main role, and a student with weak knowledge can participate in a passive role. After the students have mastered the skills of drama, anyone can play the role that suits them. In script-based activities, students need to memorize the text in scenario and show appropriate emotions to create given roles. For this reason, roles can be distributed based on the personal character of a student, not only according to the scope of knowledge of students. Pupils who are shy to play a role on stage can participate in the preparation for the performance with their feedback. Later, as their interest in acting increases, they can join the team of performers.

2. Z.Dornyei, an English psycholinguist, clearly expressed his views on motivation both theoretically and practically in his research works and books on applied linguistics. Z.Dornyei and his followers believe that motivation is an important aspect of a foreign language teaching. "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals," he says [Dornyei Z., 1998]. Scholars believe that motivation is the main factor in foreign language teaching and studies the types of motivation in different periods. In their research, they focused on creating motivation for learning a second foreign language (L2). R.Gardner and W.Lambert's theory discusses that motivation to learn a second or a foreign language requires a positive attitude toward the community where this language is spoken and the desire to be a part of that community. Through this idea, they introduced two kinds of motivation, integrative and instrumental [Gardner R. & Lambert W., 1959]. Dornyei characterizes the former as having a positive attitude toward the L2 (a second foreign language) society and "...the desire to interact with and even become similar to valued members of that community" [Dornyei Z., 1994a]. For example, a person who wants to live in an L2 country and become a part of that society would possess integrative motivation to learn the L2. Gardner and Lambert describe instrumental motivation as the desire to gain practical benefits [Gardner R. & Lambert W., 1972; 419]. For instance, a person who wants to learn an L2 to better their future career with more job prospects and a higher salary would have instrumental motivation.

K.Noels, L.Pelletier, R.Clement and other researchers studied other types of motivation. They are intrinsic and extrinsic motivations. Intrinsic motivation is an important factor when considering language learning. X.Wu describes the

characteristics as an individual being motivated to act on an activity for the pure joy that accompanies such activity without any external factors or motives [Wu X., 2003]. For example, a student who completes an activity for his/her own enjoyment without pressure from outside sources to participate in the task could be considered to have intrinsic motivation. Language learners who possess intrinsic motivation are motivated because of the enjoyment of gaining competence and the pleasure that the activities can have producing new language.

On the contrary, extrinsic motivation refers to the motivation one has to participate in an activity not for the joy of it, but to accomplish some external goal [Dornyei Z., 1998]. For instance, an individual who participates in an activity to receive praise, money, or a reward, as well as avoiding punishment from an external figure is characterized as possessing extrinsic motivation.

Intrinsic motivation has more positive characteristics than extrinsic, because learning a language for one's own sake is a significant factor to be a successful language learner. There seems to be a chance to achieve autonomy and competence, as well as full-fill long-term goals. This is discussed in Ramage's study, which concluded that students who are motivated to learn an L2 for their own sake are more likely to continue with language studies in the future [Noels K., Clement R. & Pelletier L., 1999].

Extrinsic motivation does have short-term motivational characteristics. However, students with it do not necessarily have positive attitudes about the L2, and research shows that such students could be more likely to discontinue language studies. Ramage's study argues that students who took the language to fulfill an academic requirement are more likely to cease any future language learning classes [Noels K., Clement R. & Pelletier L. 1999].

Except mentioned types of motivation there is another key factor which causes motivation in learners. This is a teacher's position as a means of motivation. It is bound that learning a foreign language is completely different from learning other subjects at school. Because from other subjects, parents can assist their child to obtain certain knowledge, but not all parents are competent in a foreign language, so, all the responsibility will lie on a teacher. Therefore, a foreign language teacher (EFL) is the main person to encourage motivation in students. There are many ways of improving motivation in learners in study process. They are: setting a good example, raising interest in foreign culture, relating the themes to students' needs, creating a positive ideal self about learners' future, encouraging learner autonomy and etc. Implementing drama method in a language classroom can replace all above mentioned ways of increasing students' motivation to language learning.

According to the theory of A.Maley and A.Duff, drama technique is actually motivation. They put forward this idea and point out that the drama technique can be useful, first, to keep thirty or more students engaged at the same time; secondly, they believe that enjoyment is a direct result of the use of dramatic activities; and finally, they claim that speaking comes naturally at lessons based on these types of strategies [Maley A. & Duff A. 1982; 234]. Considering all these factors, there is no doubt that

the drama technique can significantly support the motivational aspect of classroom management.

The application of drama activities to foreign language teaching classrooms transforms ordinary classroom activities into an enjoyable process for students. In particular, drama performances encouraging open communication serve to increase students' motivation to learn a foreign language. Based on the views of many scholars, it can be said that for students who do not have enough self-confidence and cannot communicate freely in daily foreign language classes, drama activities encourage them to be involved in the communication process and be more active. More importantly, speech units used during a live performance ensure long-term memory retention. The reason is that all sensory organs are equally involved in the performance process, and this increases the duration of memory.

3. The drama technique not only motivates students to learn a foreign language, but also encourages them to think creatively. "Creativity is the ability to create something new and adapt it to the situation", says P.Hackbert [Hackbert P.H., 2010]. Creativity includes a number of cognitive processes such as perception, awareness, sensitivity, novelty, flexibility, fluency, intuition, understanding, and invention, say D.Tegano, Dj.Moran, and Dj.Sawyers [Tegano D.W., Moran J.D. & Sawyers J.K. 1991]. In fact, during drama classes, students try to understand the given task, synthesize information using brain activity, and react through creative thinking. This process differs from simple book exercises in that it can provide creative activity. At drama integrated lessons, creativity is manifested in actions, speech, behavior and the whole body of the student. It is also important as a demonstration and role model among students, because students are inspired by seeing each other's creativity and try to expand their own creativity.

In this regard, K.Kim expresses the opinion that schools should encourage students to think creatively and express themselves. Students should be given opportunities to be active and engage in critical discussions instead of standardized exercises and tests. The reason is that traditional exercise-based lessons weaken the creativity of students, he says [Kim K.H., 2011]. H. Gardner specifically noted that children's creative thinking is very high before they go to school and then declines after they go to school and increases again until they reach adulthood by the 5th or 6th grade [Gardner H., 1982; 400]. And J.Axtell found that the curiosity of gifted students decreases when they reach the 4th grade [Axtell J., 1966]. Taking into account this psychological state of students, a teacher should encourage them to be creative in foreign language classes by providing them with sufficient conditions for their development. Activities such as organizing role-playing games, encouraging students to improvise, and involving them in the process of staging are very useful in this regard.

4. Another didactic feature of drama classes is that through this method students can also develop the skills of working in mutual cooperation. The term *collaboration* refers to a group working together to achieve a specific educational goal to achieve an end result. In this case, each group representative is expected to fulfill the task

assigned to him by performing this responsible task. In working together, the success of the group depends on each participant. That is, students exchange ideas, discuss, argue and find solutions together in the process of preparing for classes. Forming and developing the ability to work in cooperation in students from a young age will serve as a foundation for them to easily communicate with people in larger professional settings in the future.

Moreover, by working together, students of different levels will have the opportunity to learn from each other, react to their performance, evaluate and discuss their shortcomings. This is especially useful in classes with a large number of students, because a teacher will not have the opportunity to work equally with all students in a short period of time. In such cases, a teacher can keep everyone occupied at the same time by dividing the class into small groups and giving each of them a specific drama activity.

W.Glasser believes that school should be a place where students learn to help each other by working together; because of this, he supports every art form in the school, be it music or drama, because it enables students to work in cooperation. Education should serve to connect school and life. The researcher added that by introducing drama and role-playing games into the lessons, children will learn how to act in real life [Glasser W., 1999; 144].

5. In many cases, the reason why students have a low rate of mastery of a certain subject is that they lack self-confidence. Although students have mastered the subject well, they cannot enthusiastically answer the teacher's questions or assignments in class. Such students are usually afraid or ashamed of making mistakes, being laughed at by their classmates or a teacher. As a result, they do not perform well in class, and, naturally, people around them underestimate their abilities. In fact, here main problem is their lack of self-confidence and their inability to overcome the feeling of shyness when speaking in front of many people. Students who face this problem from a young age will later develop other problems that can arise from it. For example, in challenging situations, they cannot solve the problem on their own, they do not know how to behave in conflicts, it is difficult for them to make friends, and so one day they will become alienated from society. Therefore, while working with students in the classroom, teachers should not only teach a certain subject but also provide conditions for the development of their personal qualities, like, confidence and self-esteem.

A child with self-confidence develops the ability to solve problems independently. As E. De Bono says, "Problem solving is one of the basic needs of a child, like eating and playing. Children enjoy using their brains to solve problems just as much as they enjoy sliding and jumping." [De Bono E., 1995] In order to give such pleasure, a teacher should create artificial problematic situations for students and observe how they get out of this situation. With the help of drama classes, a teacher assists students to form their "Self" (self-confidence), to get rid of the feeling of shyness in public and to find solutions to the challenges encountered in the simulation classes.

Role-playing activities teach students to discover their own talents, to be active in a group, and not to be afraid of making mistakes, as opposed to sitting in one place

and completing a given task. In the interactive foreign language teaching method, students' mistakes are accepted as a norm and correction is allowed in the process. Students feel free and consider themselves as main people at the lesson. This enables them to think independently, to discover themselves and to approach the problem critically.

A student who plays a role on the stage, first of all learns to overcome the feeling of excitement. Second, a small audience consisting of only classmates will be a leading path for a bigger audience in the future. Third, while exchanging ideas with their partners in small groups students obtain fast thinking abilities. Finally, all these qualities will serve as a bridge to the big stage of life in the future.

CONCLUSION

Summing up the views of scholars, methodologists and our own findings it can be concluded that educational drama is an invaluable foreign language teaching method which can lead to the academic and professional growth of language learners. Integrating drama into education will make students competent language users who are motivated, enthusiastic, confident and creative. Students engaged in drama activities will forget about fear of public speaking and start enjoying collaboration work. Most importantly mixed-level classes will not bring any challenge to language teachers as drama activities can involve the participation of different level students all in one.

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