



## **DRAMA ACTIVITIES AS A WAY TO TEACH INTERCULTURAL COMMUNICATION**

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**Abstract.** The article explains the role of drama activities to enhance cultural understanding of language learners as well as give some information about the useful merits of drama activities to implement in the language classroom.

**Keywords:** language and culture, drama activities, cultural understanding, merits of exercises.

Learning one language from one's side of another nationality and a diverse background and language makes difficulty, especially when it's tied up with teaching certain language to heterogeneous group of people. Currently, with the decree of our head authority myself. A. Karimov in December 10, 2012 made a considerable reshape in all educational processes with the purpose of enhancing and strengthening teaching foreign languages and learning. Therefore, teachers are demanded to remodel the syllabus and curriculums in Teaching English simultaneously even from the early ages of young, growing children while they start being educated at schools.

In the non-stop developing world, learning as well as teaching a foreign language is being one of the hot issues among the population of the world. While teaching any foreign language, teachers of that language should take into consideration, planning the process of the lesson with tasks and interactive activities which identify the culture, beliefs, traditions along with the values of that taught the language. In that case, the language barrier will not be occurred among language learners who belong to different cultures. Of course, in this start point, we should clarify the concrete meaning of intercultural awareness itself, before implementing various activities which incorporate cultural awareness because of becoming an important focus of modern language education.

Generally speaking, language and culture are inseparable to prepare students to intercultural communication. Some linguists pointed their attention to the

successful interconnection of culture and language teaching. As an example, Strasheim cites that it is not secret that language ability and cultural sensitivity play a crucial role in the effective use of human knowledge in the security as well as to defend the economic well-being of the country. According to Hadley cultural awareness promotes to language learners in various situations such as:

If the student is sensitive as well as does not easily adapt new situations, cultural awareness prepares them to live harmoniously in that target language community. In views of Stern, the main aim of teaching language via cultural backgrounds promotes the learner reach viewpoints of the native speakers certainly. Malay states that while introducing the language teaching materials such as handouts, books and cards, teacher should take into account that these handed out materials will be viewed differently by learners depending on their cultural understandings. Learners not only compare but also contrast the cultural differences in language usage. Ways of learning such as visualizing, auditory, tactile as well as understandings between two languages will enable the learner to judge correctly the appropriate usage of the language. Additionally, Valdes explains that not only the similarities and differences between native and target languages have useful sides in teaching, but the teacher should give explanations about cultural similarities and differences as well as relates that awareness to teaching practices. Moreover, Straub presents that critical thinking skills can be developed when the learner acquires the grounds of his/her own culture as they relate to the details of the culture of the language being learnt. There are supportive reasons using drama activities in a language classroom. Drama activities enhance critical thinking, problem solving as well as oral communication skills by discovering different language styles and registers. Drama prepares learners to real life communication to use language operatively as well as giving the opportunity to describe their own personality, feelings, emotions adaptability, appropriateness and attitude to use the target language. According to Morrow (1990) drama is a type of a communicative activity which integrates communication among learners and provides different chances to utilize the target language. The usage of drama activities in the language classroom lets learners test out different situations, vocabulary and registers in real life communication without suffering any real consequences. There are several drama activities which can pick up the classroom in order to teach intercultural understanding to language learners. One of the most effective types of drama is role- play.

**Role-play** as a classroom technique is very valuable activity that encourages students to participate actively in the learning process. These dramatic activities can shape in various forms as well as the teacher can offer students with a variety of learning experience by enhancing different methods according to the needs of

his students. These role-playing activities enable the teacher to create an enjoyable, supportive, classroom environment in which students are encouraged and motivated to effectively learn the target language. In role-play, learners create the scene according to their cultural backgrounds. It means that they exploit the word combinations, phrases, proverb and saying along with set-expressions which are used in their culture as a signal of their customs and traditions. The next type of drama activity is called **Improvisation**. Improvisation is one of an unrehearsed unscripted, drama exercise, the learners of this activity have a chance to be in freedom to make their own spontaneous contribution as the play clarifies. This involves that they have the liberty to enhance their own words and develop their characters in the ways which they would like to. Improvisation is an excellent technique to use in the language classroom as it gives motivation to the learners to be active participants in authentic situations thus dropping their self-consciousness. The implementation of methods that purpose to advance learners' confidence level will always lead to the development in the usage of the target language. The utilization of improvisation provides learners with chances to not only progress their language communication skills, but also to be aware of cultural understanding of one nation.

Furthermore, the last type of drama activity is scripts which are mainly used to being performed by theatre groups. Language learners play one type of the role in stories or novels which are written by foreign writers. The usage of scripts gives chance students in the stage to be one of the foreign performers using the language of that target language.

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