

DIDACTIC WORK ON A PLAY IN THE PROCESS OF LEARNING ENGLISH

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Annotation: *Learning English through theatrical productions is one of the modern teaching methods, methods that serve the new didactics of teaching English. Theater, used as a teaching aid, can raise awareness and encourage students, as well as effectively bring them closer to the origins of the language being studied.*

Keywords: *theater, modern teaching methods, symbols, freedom.*

A theatrical text, like any literary text, provides an opportunity to introduce the student to the written language, providing him with rich resources for studying vocabulary, spelling, and grammar. It is a suitable tool for acquiring certain elements for language levels. Similarly, it can be added that teaching English has the peculiarity of using excerpts not only from English literature but also from English-language literature. Literature serves as a means of acquiring language and communication skills, and when this is not the case, it is a collection of factual information for study [3;40].

It is important to emphasize that authentic literary texts have many advantages, but using them requires the teacher to take precautions to achieve the best results.

In academic circles, the role of the teacher is crucial. Extracurricular group work is seen as a process of circular development in which dedication is mutual, and the teacher and students also lack this type of cooperation.

William Shakespeare said that "The whole world is a theater." Theater means illusion, people understand it by their perception, their philological experience, their imagination, or how they perceive the world as a whole. The theater was created to teach people that there is something else besides what is happening around them, what they think they see or hear, to reveal the essence of existence to themselves, so that they can see and hear, realize that they have an immortal soul [5;236].

The theater encourages students to use their imagination and perception. They should perceive the experience through the roles performed, which differ from their personality. In these plays, they have the opportunity to understand the feelings of other people and interact with them. This develops the ability of students to notice because they learn to see around them. Thus, the theater can

be used as an educational tool that develops the moral and social qualities of the student.

Since the theater is a public art, it performs a state function. Its visual function is the most important task of the theater. The brain can perceive a variety of information that it filters until it gets acquainted with the images that it sees and compares them with others known to it [1; 441]. It is the audience that turns the theater into a real political forum, mastering the play and updating it both literally, moving to the stage, and, more importantly, figuratively, giving the play a special meaning, as unreleased as it is unexpected. Education includes all influences that occur outside of the educational institution or through optional activities [6; 103].

The theater emphasizes these contradictions: hatred and love, freedom and submission, acceptance and rejection, and life and death. In the educational environment, the politicization of the theater should be understood as the motivation of students to change their status from passive observers to active participants in both educational and social activities.

Thus, the theater can create conditions in which students can make discoveries, where they can analyze themselves as people, where can change the way they listen to and hear teachers, and where they discover that words have different meanings and people are unique. Through the theater, the students' intelligence will develop through logical and deductive processes. In addition, it will help the teacher to establish the rules of communication, according to which we relate what we are talking about and how.

The only thing that can hinder students on their way to the theater is difficulties with reading. In general, they find a lot of unfamiliar words, and grammatical structures are often too complex, which creates obstacles to understanding the passage. That's why they should start with easy reading so that they don't have to stop and search for words in the dictionary all the time, leading to the fact that they stop understanding what they read. Students should not only enjoy reading but also see the usefulness of reading. Studies have shown that students who read English are more actively developing in all areas of the process of learning this language than those who do not.

The purpose of education concerning values is presented in the form of a person achieving independence and professional competence [2; 677].

Reading is linking, and decoding in linearity. An active reader can interfere with the text and take part in its development, he can stop the time of the action, and do what the viewer cannot do because the scene can supplement the text, double it, overlay it and even deny it. You can't understand a play without reading it correctly.

Comprehension takes place based on innovative views, and progress is achieved not by respecting traditions, but, on the contrary, by choosing the beaten path [7;1190].

To work on the text of a theatrical play, you need to know and adapt it. The first stage is to read the entire play in its entirety, which will also benefit when learning the language.

The play "Comedy of Errors", act III, scene 2, written by Shakespeare was chosen for our activity [8].

The course of the lesson

Level: B1

Duration: 50 minutes

Goals: to express yourself verbally, analyze, and enrich vocabulary, spelling, grammatical structures, and stage play.

Material: recording of the performance, recording with replicas of the performance, stage, and scenery created by students.

Task 1

The teacher offers students the to learn English in an interactive game form. It is based on a play, a comedy by Shakespeare. Firstly, the teacher discusses with his students the personality of this great English playwright, his masterpieces, and the fact that he was also a director and actor.

"Shakespeare was a great creator of dramatic forms, he performed roles in his plays.

Shakespeare used various resources of humor: verbal, gestural and visual, situational.

- How many works has he written? Or are they the most important?

"Shakespeare created about 38 plays and 154 sonnets, as well as several other poetic works. The most valuable comedies are: "The Comedy of Errors", and "The Taming of the Shrew".

Task 2

Reading the play in the first reading to the last sentence.

The teacher corrects pronunciation errors and explains unfamiliar words, helping students to determine vocabulary, spelling, and grammatical structure. Students repeat the correct pronunciation of the lines and read the whole play several times, answer questions:

- What characters? Where is the scene taking place? Can you summarize this passage?

Task 3

The teacher distributes roles and motivates students to interact, play, get to know each other, and work in a team. They have to get into the story, feel the

characters, and work together. Students change the status of passive observers to active participants. Classes that involve role-playing games are highly appreciated by students. For us, as English language teachers, theatrical productions have always been a good opportunity to break out of the routine of learning.

Conclusion: In conclusion, it is worth noting that the play turns into a textbook on grammar and spelling, enriching vocabulary and participating in the development of communication skills. Students like to watch plays, which they can then discuss in English. Motivation to approach the English language with the help of performance is part of the new didactic methods. Viewed with the help of a video projector or in a theater hall, performances are a good way to get out of everyday life and look at the world from a different point of view.

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