

**THE ROLE OF DRAMATIZATION IN DEVELOPING SPEECH OF PRIMARY
SCHOOL STUDENTS**

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Annotation: This article explores the significance of dramatization as an effective method in developing speech abilities among primary school students. Drawing upon both theoretical perspectives and practical classroom experiences, the study emphasizes how dramatization enhances verbal expression, boosts self-confidence, and nurtures communication skills in young learners. Through classroom-based activities and observations, the research illustrates the potential of drama-based pedagogy in making language learning more engaging and meaningful.

Key words: dramatization, primary education, speech development, communication skills, language acquisition, active learning.

INTRODUCTION

Language development during the early years of schooling is crucial for a child's academic and social growth. In primary education, fostering clear and confident speech lays the foundation for effective communication and learning across subjects. Traditional methods of teaching language often focus on passive reception rather than active production of language. However, dramatization a method involving role-play, dialogues, and performance provides learners with an opportunity to express themselves creatively and meaningfully. It is particularly beneficial for children, as it aligns with their natural inclination toward play and imagination. This article investigates how dramatization contributes to speech development among primary school students, aiming to support educators in applying more interactive and learner-centered techniques.

As we know, the formation of speech culture in primary school students is one of the important tasks facing primary school teachers. In this regard, no tool can replace the teacher. The role of the teacher's speech in the formation of students' fluent and clear speech and in understanding the world is incomparable. Therefore, in order to work perfectly on his own speech and organize his lessons to educate students as well-rounded and well-rounded, he must be well-educated, able to express his thoughts beautifully, with a deep understanding of the laws of fluent speech. From the period of literacy training, attention is paid to developing students' coherent speech. In this regard, the subject of reading plays an important role in the formation of students' speech. The main task of the subject of reading is to teach students to read correctly, consciously, fluently and expressively. The more a student reads, the more their speech culture develops and their independent thinking skills are formed.

METHODOLOGY

This study was conducted in three primary schools in Uzbekistan, involving 60 students from grades 2 and 3 over a period of two months. A qualitative approach was employed, focusing on classroom observations, teacher interviews, and student feedback. Several dramatization activities such as short plays, dialogues, storytelling with role-play, and improvisation games were integrated into regular language lessons. Students' speech fluency, vocabulary use, sentence formation, and confidence in public speaking were monitored before and after the implementation of dramatization methods. Teachers also provided reflective notes on student engagement and behavioral changes.

In the formation of speech of primary school students, extracurricular reading is carried out in conjunction with reading lessons. In the process of conducting extracurricular reading lessons in primary schools, the aim is to form and strengthen students' skills such as reading and recitation lessons, handling books, the rules of reading books, feeling the sacredness of books, observing the actions of the characters in the work, following their exemplary deeds, hating the negative, and expressing their impressions in a figurative way.

The fact that reading lessons are based on life experiences and observations based on State requirements and are connected to life ensures a conscious perception of their effectiveness. The educational and educational goals of reading and speech development, methods for developing reading skills, oral and written speech, and the connection of reading lessons with written speech are clearly included [1].

According to the content of extracurricular reading, each stage of education is divided into two main sections:

- At the first stage, students are given instructions on the scope of reading, that is, the books to be taught and the order in which they should be read.
- At the second stage, knowledge, skills and competencies are formed on the basis of these educational materials.

Students acquire knowledge about books and their authors directly during their practical activities, that is, in the process of working on books. Under the guidance of a teacher, students first get acquainted with several books on the topic, then they get acquainted with the works of children's writers, and then they independently select books on the same topic by different authors that are close to their interests and psyche. Students encounter various interpretations of goodness and evil, good and bad, beauty and ugliness based on reading and analyzing national and world literature. It creates a basis for a conscious attitude towards them and the formation and development of moral and spiritual qualities in them.

Reading develops students' oral and written speech. The child's skills are formed to fully read and retell the content of the text, as well as to listen and understand the speech of others. Extracurricular reading serves to instill in children a love of goodness and hatred of evil, to develop communication, speech, and to enhance literary and aesthetic thinking.

Children's literature, first of all, gives children joy with its interesting content, the beauty of artistic images, the expressiveness of the language, and the musicality of poetic words. When choosing books for extracurricular reading, the following principles are followed:

1. An educational goal is pursued when choosing a book.
2. When choosing a book, the diversity of the genre and theme of the works is taken into account. Since students in primary grades are mainly interested in reading stories, fairy tales, riddles, proverbs, it is advisable to choose works of this genre.
3. The suitability of the book for the age and level of the students is taken into account.
4. When choosing a book, the personal interest and independent reading of students are taken into account.
5. When choosing a book, the seasonal principle is followed.

In general, the right choice of book is an important condition for ensuring the success of extracurricular reading. In extracurricular reading lessons, students' reading interests, knowledge, aesthetic impression, perception of artistic images, and creative abilities are developed; skills and qualifications characteristic of an active reader are formed.

Extracurricular reading lessons are aimed at increasing the activity of students therefore their structure is very diverse. Each lesson is the creation of the teacher and the student; The more diversity and vitality are achieved in the lesson, the easier it is to achieve the goal [2].

RESULTS

The findings revealed a marked improvement in students' speech abilities. Students who previously hesitated to speak in front of the class began participating actively in dramatization tasks. Vocabulary usage expanded notably, as learners had to memorize and use context-appropriate expressions during role-plays. Sentence structure became more accurate, and students demonstrated increased enthusiasm for language learning. Teachers reported higher levels of classroom interaction, with shy students becoming more vocal and expressive. Importantly, the dramatization approach fostered a positive emotional environment that encouraged risk-taking in communication without fear of judgment.

It is the responsibility of us, teachers, to raise the young generation, who are our future, to be mentally mature and physically healthy in accordance with our national values. When organizing an extracurricular lesson, the teacher must use innovative methods, interesting information, and visual aids appropriate to various topics. Today's student strives to know several foreign languages. The teacher can also tell students information about a new topic in foreign languages. For example, he can tell proverbs or thoughts about a book, small works not only in Uzbek, but also in Russian or English. He gives the same task to students. One student tells a proverb, and another student can tell the translation. Students can also stage the selected work together with the teacher. Students choose the roles at their own discretion. This can be done in two ways:

1. The teacher announces the names of several fairy tales, parables or stories. Students independently choose and stage them.
2. The teacher turns over pictures of familiar or unfamiliar fairy tales, parables and stories with different educational values. Students divide into 2 or 3 groups and choose a picture and stage it.

This leads to the development of speech, the formation of the child's creativity, acting, directing and oratory skills, and an increase in self-confidence. It is imprinted in the memory of even the child who watched the staged work (spectator). In addition, it is necessary to cultivate a reading culture in students, raising them from an ordinary reader to a creative reader. In order to instill a love of books in students, it is necessary to approach each child individually, taking into account their personal interests. The formation of the skills of working with books in children is an important factor in cultivating a reading culture in them.

DISCUSSION

The outcomes of the study align with constructivist learning theories, which emphasize the importance of active participation and contextual learning. Dramatization serves as a bridge between language learning and real-life communication. It allows students to practice speaking in meaningful contexts, helping them internalize language patterns. Moreover, the social aspect of dramatization promotes peer collaboration and listening skills. By integrating emotions,

movement, and imagination, drama-based methods create a multi-sensory learning experience that enhances memory retention and expressive language skills. This study suggests that dramatization is not only a tool for developing speaking skills but also for nurturing empathy, creativity, and cooperative behavior.

CONCLUSION

To conclude, dramatization proves to be a powerful pedagogical method in developing the speech competence of primary school students. It transforms passive learners into active participants, promotes expressive language use, and builds self-confidence. Teachers are encouraged to incorporate dramatization techniques into their language instruction to make learning more engaging, interactive, and effective. Future studies can further explore the long-term impact of drama-based learning and its influence on other language skills such as writing and listening.

The main task of extracurricular reading lessons is to instill in students a desire to read fiction books, to teach them to keep a diary of the books they have read, and to introduce them to the life and work of famous writers of children's literature in an elementary way. This helps students to become fluent in speech, develop their thinking skills, broaden their worldview, increase their creativity, and, of course, form a culture of speech.

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