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IMPORTANCE OF DRAMA IN ACQUISITION RUSSIAN LANGUAGE

Abstract: In language learning, role-play as a drama is essential to express thoughts and share ideas with engineering students. Motivation in teaching Russian language to learners has been widely grown in recent years. Therefore, many different techniques are employed to be successful. One of the most effective techniques is drama which students with engineering profiles are engaged more in classes in order to improve their pronunciation and initial knowledge in vocabulary, grammar and phonetic rules. Memorizing new vocabulary is very difficult for engineering students, especially professional terminology in L2 which has different learning styles and different dominant intelligences. However, through drama, they are supposed to memorize words in open context. They are involved in the contextualized learning process intellectually and emotionally. This paper deals with the issues concerning effective use of drama in language learning.

Key words: drama, Russian language, engineering students.

Language: English

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Introduction

Terms to describe drama used for educational purposes include *developmental drama* [2], *creative dramatics*[9], *educational drama* [10]. The literature relative to drama supports the use of creative drama as the preferred term for dramatic experiences that are designed for development of participants rather than for preparing participants for performance in front of an audience. Creative drama is an improvisational, non-exhibition, process-centered forms of drama in which participants are guided by a leader to image, reflect and enact upon human experience [4]. Even though the contributors to creative drama have differed in their specific methods and emphases, a common core of basic activities exists. Creative drama is always improvised [9]. Additionally, the students in the field of engineering could act as a engineering working in different domains of life, for example, in petroleum mining, oil and gas investigation process, using different instruments with specific language they use in that environment. We have carried out a survey, organized an interview, invited a group of students in order to know their attitudes, beliefs according to learning Russian language via drama.

Active performance

Teaching Russian through role-play allows students to synthesize and to translate various educational concepts into a personally meaningful form [5]. Besides, when most teachers think of drama, they envision students memorizing lines, painting sets, and acquiring costumes and props [1]. Many dread the chaos in the classroom and the pressure of elaborate production. However, in creative drama students do not present what they have prepared in front of a passive audience. No script, technical aides, or audience are used. The process is spontaneous and not rehearsed. The active performances of students are necessary to interact in role-play which gives them great opportunity to extend their speaking and writing, creative skills more deeply. The students relax and enjoy their creative actions and speech patterns. The success of the activity is not measured by the theatrical skills, but by the creative process the students have experienced.

Teaching Russian language to adult learners

Adult learners are quick to learn specific terminology in L2, and quicker to learn structures

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because they frequently repeat words out of classes too. Adult learners should meet and use the words in relevant contexts in order to fix them in their mind, this helps establish their relationship to other words so that a vocabulary network is built up. Duffelmeyer [4] pointed out that the way words are learned is important in that it affects how well they are really understood. Learners need to be actively involved in the learning of words even if those are very difficult for them to memorize and pronounce or use because they will use those terminology in real-life situations. If drama we use in teaching L2, this should be effective teaching and learning a language because it provides learners more motivation and involvement and self-expression. Creating a classroom atmosphere in which words are fun, and playing with words is encouraged can be a powerful antidote to the very natural fear of making mistakes that can so easily inhibit learning[7]. Additionally, movement and pantomime are excellent components to develop vocabulary since the children can experience the feeling and meaning of the words. "Nouns, verbs, adjectives, and adverbs are better understood when children physically act them out in the sequential order found in basic sentences"[6]. Besides, we made an interview with the students according to their attitudes and beliefs on the issues of how well they accepted drama as role-play. Their respond was quite positive and willing more to do drama in acquiring L2.

Advantages of using drama in the language classrooms

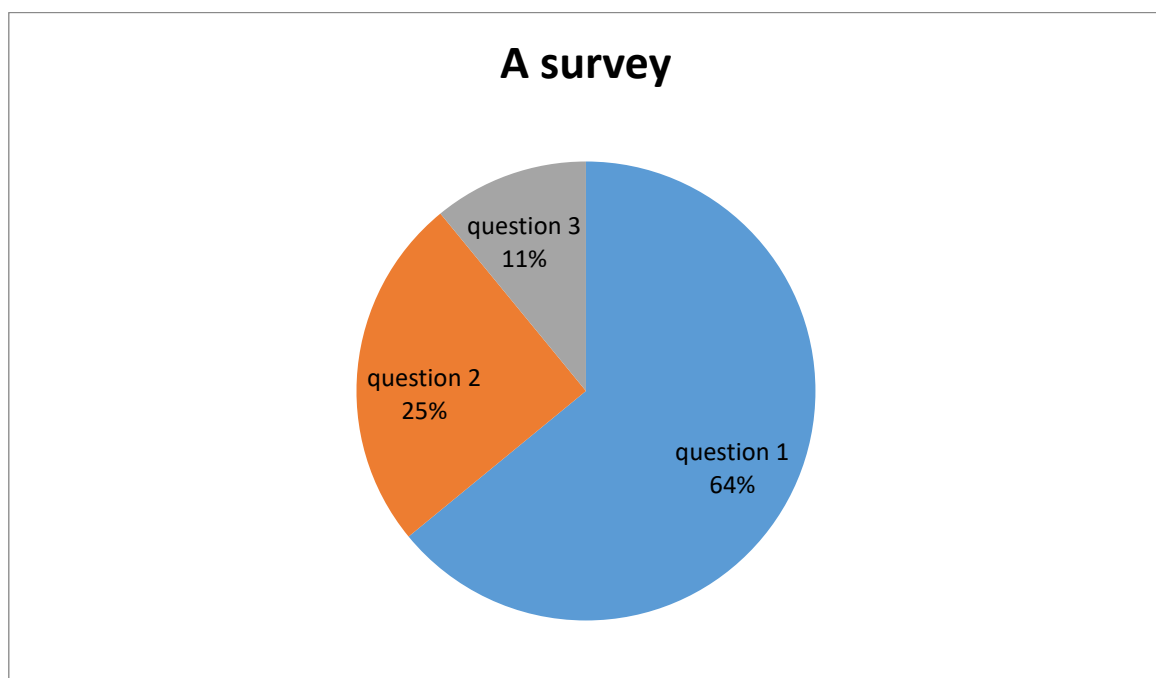
One of the ongoing argumentative concerns in language teaching is to find new innovative technique

which help learners to find new ways to acquire language. Consequently, we can consider that classroom is the best to fully gain all linguistic skills but learners should also work on self-study out of classes. Therefore, there is a need for motivation, involvement to use language without barrier. There are some techniques to teach languages such as cluster, brainstorming, and role-play. However, it is almost impossible to do a meaningful teaching without employing creative drama. Creative drama is a valuable addition to classroom instruction. It gives a context for listening and meaningful language production, forcing the learners to use their language resources and, thus, enhancing their linguistic abilities. Equally important, the affective filter is lowered: increases in self-esteem, self-confidence, spontaneity, thus reducing inhibitions, feelings of alienation and sensitivity to rejection[10]. It also provides situations for reading and writing. It is very useful in teaching professional based context as it helps in analyzing plot, character and style. It involves learners more positively and actively in the text.

Research Methods

Target needs of most learners in language learning are how to increase the knowledge of vocabulary in the classes or out of classes. We made an interview with the engineering students on the issues of effectiveness of drama in language learning. The participants were thirty to answer the questions set up within the questionnaire.

Research findings



Picture 1.

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1. Nine respondents from group of interviewing students expressed their opinions positively; they would like more drama because their languages classes are based on engineering.

2. Ten of them came into conclusion that they preferred other techniques too, which gives them more opportunity to deliver thoughts to main point.

3. Eleven of participants stated that they sometimes used drama because this techniques is impossible for every class use.

Conclusion

In learning Russian language, some techniques are very important to accomplish because they involve learners better acquisition vocabulary, improve their

speaking skill as well as motivate them to act as engineers in this specific field of study. One the teaching techniques is drama which enable students make a dialogue, self-expression, and increase their daily vocabulary knowledge. Drama is a teaching technique creates supportive intellectual and emotional environments that encourage students to think as well as give them afford to take risks.

Drama as a teaching technique promotes long-term retention of vocabulary. There are some materials teachers should use during the drama implementation such as music players, music CDs/cassettes, some clothes, different crayons and paints. Thus, school administrators should provide teachers with the essential materials, too.

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