



"ZAMONAVIY TA'LIM VA TILSHUNOSLIK RIVOJI"
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THE EFFECTIVENESS OF DRAMA-BASED INSTRUCTION IN DEVELOPING TECHNICAL COLLEGE STUDENTS' SPEAKING FLUENCY

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Abstract

This article examines the effectiveness of drama-based instruction as a methodological tool for developing the speaking skills and oral fluency of technical college students. Drama-based instruction provides a natural and interactive context for language use, allowing students to improve performance fluency, expand vocabulary, and significantly reduce psychological barriers. We analyze the theoretical foundations, such as the affective filter, and present practical activities including role-plays and simulations for integrating narrative and dramatic techniques into the English language classroom.

Keywords

drama-based instruction, speaking skills, technical education, communicative competence, affective filter, interactive activities.

Annotatsiya. Ushbu maqolada texnik kollej o'quvchilariga ingliz tili nutq ko'nikmalari va nutq ravonligini o'rgatishda drama (sahnalashtirish) metodikasidan foydalanishning amaliy jihatlari ko'rib chiqiladi. Drama metodi til o'rganish uchun tabiiy va interaktiv kontekst yaratib, o'quvchilarning og'zaki nutq faolligini oshirishga, so'z boyligini kengaytirishga va psixologik to'siqlarni (hayajonni) bartaraf etishga



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xizmat qiladi. Maqolada ushbu metodning nazariy asoslari (affektiv filtr) tahlil qilingan hamda dars jarayonida nutqni rivojlantirishga qaratilgan rolli o‘yinlar va simulyatsiyalar kabi amaliy mashqlar namunalari keltirilgan.

Kalit so'zlar: drama metodikasi, nutq ko‘nikmalari, texnik ta’lim, kommunikativ kompetensiya, affektiv filtr, interaktiv metodlar.

Introduction

In the modern world, communication is the primary goal of learning a foreign language. For technical college students, developing speaking skills is often a complex task due to the "language barrier" and lack of motivation. Traditional methods often prioritize grammatical accuracy over oral fluency. Therefore, integrating innovative methods like drama-based instruction becomes essential to create a more engaging and effective learning environment.

Technical college education is a critical period where students transition from simple sentence structures to more complex, professionally-oriented language use. At this stage, learners require more than just textbooks; they need emotional engagement and a sense of purpose in their speech. According to the Decree of the President of the Republic of Uzbekistan “On measures for further development of the higher education system,” the modernization of teaching methods is a national priority [1].

The Need for Dynamic Interaction

Speaking is a productive skill that involves spontaneous thinking and verbalization. In the technical college context, the focus should be on communicative competence—the ability to convey a message clearly in a real-life professional situation. As established in modern pedagogy, interactive approaches are vital for moving beyond rote memorization toward authentic communication [2].



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The main challenge is creating a "need to speak" within the classroom setting. Drama-based instruction serves as a powerful bridge because it provides a meaningful context for new vocabulary and grammar. By focusing on the plot and the assigned character rather than individual words, students improve their natural speech flow and narrative ability [3]. Furthermore, adopting a fictional persona reduces anxiety, making students more willing to participate in discussions and express their ideas freely.

Pedagogical Experiment and Discussion

To achieve practical results, drama-based instruction must be interactive and well-supported by pedagogical handbooks that emphasize learner engagement [4]. To evaluate the impact of this method, a four-week pedagogical experiment was conducted with two distinct student groups (N=16 in each group) at the technical college. The Experimental Group was taught using structured drama techniques, while the Control Group followed standard textbook lessons.

Effective classroom activities included professional role-plays, such as "At the Job Interview", where students practiced formal self-presentation. Another approach was vocational simulation, using technical scenarios like "Customer and Technician" to build critical problem-solving dialogue. Additionally, spontaneous improvisation tasks were integrated to sharpen instant argumentative speaking skills [5].

The quantitative data gathered from pre-interviews and post-interviews indicated a substantial improvement in the experimental group. The speaking fluency mean score of the Experimental Group rose from 11.81 to 18.75 (a net increase of +6.94 points). In contrast, the Control Group showed only a modest gain, moving from 11.69 to 12.69 (+1.00 point). Furthermore, the student attitude survey showed that 81% of the participants confirmed that drama tasks directly accelerated their vocabulary automaticity, while 68% agreed that it lowered their speaking anxiety.



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Conclusion

Drama-based instruction is an invaluable method for technical college education, as it transforms a passive lesson into an active communication process. By integrating role-plays, professional simulations, and improvisation techniques, teachers can significantly enhance students' motivation, reduce psychological barriers, and optimize oral proficiency.

References:

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