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The Use of Interactive Techniques, Role-Playing Games, and Dramatization to Increase Linguistic Creativity and Motivation of Students

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A B S T R A C T

The study was conducted to identify relevant interactive methods of teaching English. For this purpose, a survey of the level of motivation to language learning was conducted, which included a pedagogical experiment with 46 students of 7 grades of the public school “Taalim”. The results of questionnaire survey of students and observation revealed a qualitative positive growth of linguistic creativity and motivation to learn English, due to the use of role-playing games and theatrical performances in lessons. To investigate the use of interactive techniques in English language teaching and to share experiences with colleagues, a conversation was held with 23 teachers, including undergraduates using these methods. The paper examines the concepts of motivation, play, dramatization, describes the main types and methods of using interactive techniques in teaching. It was determined that games and dramatization play an important role in learning. The use of role-playing games promotes language learning, helps to increase cognitive interest in the subject, while making the learning process less difficult, develops memory and thinking, focuses attention on a particular subject, and motivates students to learn English. Dramatization technologies develop imagination, contribute to the automatic understanding of rhymed language phrases, and the development of the student’s sensory and emotional sphere. The conducted research highlighted the main features of the use of game techniques in the process of teaching English and argued that it is important to introduce games and dramatization into the learning process. Interactive methods imply the interest of students in mastering a foreign language, the desire to perceive a foreign language and learn to speak a foreign language. Linguistic creativity and motivation are enhanced through role-playing and dramatization, enabling children to overcome the language barrier and increase their own self-esteem.

I. INTRODUCTION

In today’s globalised society, English is the primary language for international communication, which places significant demands on educators

to facilitate both linguistic and social adaptation for students. Optimising the learning process, enhancing motivation and integrating innovative teaching methods are critical goals for modern

educational systems. Teachers are increasingly tasked with independently determining the most effective methods and techniques to achieve these aims, particularly in fostering linguistic creativity and sustaining student interest in English language learning. Linguistic creativity can be defined as the capacity of students to generate original and efficacious linguistic forms and expressions that extend beyond the mere rote memorisation of established patterns. It entails the accurate utilisation of linguistic structures and their innovative deployment in meaningful contexts, thereby promoting communicative competence and creative expression in the learning of the English language (Karhina, 2023).

The use of role-playing games, staging, and dramatization games in lessons has been recognized as an effective strategy in English language teaching (Kozyar, et al., 2020). Play-based teaching allows coping with difficulties of an educational nature in a complex (Kozyar et al., 2022). Therefore, it is necessary to include games in English lessons on a consolidating and testing (permanent) basis in the methodological organisation of the lesson. The ability to model and create situations and perform a certain role is a tremendous experience for students in learning and practising English (Nanda & Susanto, 2021). The means of theatrical pedagogy – dramatization – has a beneficial effect on the classroom environment, since the main focus is on meaning, not accuracy (Melnyk, 2024). The teacher should understand that after this method of teaching, it is necessary to focus on the complex process and their mutual cooperation, all the positive aspects must be spoken to the students for motivation in further training, but without forgetting to correct mistakes and problems that have arisen (Korkut and Özmen, 2023). English is one of the means of communication and learning about the world and occupies a major place in the educational system due to its cognitive, social, and developmental functions (Bezborodova & Radjabzade, 2022), and the use of interactive technologies in the process of language learning contributes to the activation of cognitive activity, stimulation, and motivation of the educational process (Ismaeva, 2020).

The issues of motivation and academic performance in learning English were also considered by Novia et al. (2023), Kazakbaeva (2023). The findings of Novia et al. point out that it is important to create a favourable classroom

environment so that every child reveals a desire to speak a foreign language and students' communication becomes a need. Kazakbaeva suggests that when planning an English lesson, it is necessary to consider certain specifics: the lesson should have a practical orientation, where the skills of students will be applied; a well-coordinated atmosphere of communication; unity of educational goals: grammar, phonetics, vocabulary should be practised during the lesson. According to researchers who study foreign language teaching methods, Wilda et al. (2021), an important task of a teacher is also to overcome the psychological barrier, complexes of stiffness and shyness of students. It should be borne in mind that the learning process will be effective only if every student in the class is involved in an active participant in the process.

The game form in English language teaching is the most relevant and acceptable in the teaching methodology, which provides huge learning opportunities (Khrystych, 2023). The results of the study by Ramsey-Tyson and Abdysheva, (2021) confirm that role-playing games and game moments are effective in lessons, since interactive play is one of the means of mental relaxation of a child, and physical and moral education of a student. In addition to making English lessons fun, games promote student engagement in teamwork, reduce student stress during the learning process, help social interaction between students, and improve communication (Jenner & Jebakumar, 2024; Sartorius von Bach & Nuppenau, 2024).

The value of dramatization in teaching is that this method makes it possible to increase the level of thinking of the student and lighten the classroom atmosphere. The issues of dramatization in education were discussed by Bsharat and Barahmeh (2020), Sadia et al. (2021), Nanda and Susanto (2021), Myrzabekova and Akhmetova (2020). This technique is considered a good alternative for speech training and speech development. The findings of Bsharat and Barahmeh emphasise that dramatization contributed to the development of students' abilities to understand language and social interaction. Despite the challenges associated with integrating drama in the classroom, Nanda and Susanto's empirical research findings indicate that students' pronunciation of English words demonstrated notable improvement. This suggests that while not all children possess innate

theatrical abilities, the incorporation of drama in the classroom can facilitate the acquisition of linguistic skills. Myrzabekova and Akhmetova stated as a result: with the use of gaming methods in the classroom, students began to understand gaming activities better, increased self-esteem.

Despite the active use of interactive methods in teaching, role-playing and dramatization, their study has received rather little attention. Although interactive methods have been the subject of considerable study, the specific impact and potential of role-playing and dramatisation remain underexplored. Consequently, further research in this area is required. Such aspects remain unexplored as: new teaching ideas that will be used in the classroom; the influence of interactive techniques on the learning process as a whole and the problems that prevent this (a person's feeling of fear and embarrassment before speaking a foreign language); the teacher's participation in role-playing games, as they can harm the educational process by excessive presence. All of the above motivates researchers to search for new ways to study the means of theatrical art in education. The principal objective of this study is to examine the efficacy of employing role-playing games and dramatisation in the instruction of English to 7th-grade students at the private educational institution "Taalim". The study has three principal objectives: to explore new pedagogical techniques that can be incorporated into English language lessons; to assess the pedagogical characteristics of these interactive methods; to evaluate the impact of these methods on student motivation and language acquisition.

II. METHODS

In the empirical part of the study, interactive techniques, role-playing games, and dramatization were considered to increase linguistic creativity and motivation to learn English. 46 students of the 7th grade of the private school "Taalim" were involved in the experiment. The study was conducted in the 2023-2024 academic year for 10 weeks. The students had English classes 2 times a week, that is, 20 lessons were held. The selection of 7th-grade students for this study was based on their developmental stage, at which point their cognitive and linguistic abilities are sufficiently advanced to benefit from interactive methods. Furthermore, this age group is typically at a transitional stage in their education, which provides an optimal opportunity

to introduce innovative teaching techniques that can enhance motivation and linguistic creativity.

The materials employed in the study comprised standard English language textbooks, supplementary teaching aids, and a bespoke non-standard training program devised for the experimental group. The program incorporated role-playing games and dramatisation activities, which were designed to engage students in active learning. Furthermore, a series of pre- and post-experiment tests (Appendix 1) were employed to assess the students' proficiency in English, while surveys (Appendix 2) were utilized to evaluate the perceived impact of the teaching methodologies on student motivation. A voice recorder was utilized to conduct and document interviews with English language teachers.

The study was conducted over a period of 10 weeks, with students attending English classes on two occasions per week, resulting in a total of 20 lessons. At the commencement of the experiment, both the experimental and control groups completed a baseline test to ascertain their initial level of English language proficiency. The experimental group participated in lessons that integrated role-playing games and dramatisation, while the control group was taught using conventional teaching methods.

The progress of the experimental group was monitored throughout the experiment, with observations recorded in detailed notes. At the conclusion of the 10-week period, both groups were administered a final test identical to the baseline test in order to ascertain any improvement in their English language skills. Furthermore, students in the experimental group were invited to complete a survey, the purpose of which was to elicit their feedback on their experiences with the interactive teaching methods.

In order to complement the quantitative data, qualitative data were collected through interviews with 23 English language teachers from various schools and universities. The focus of these interviews was on the teachers' perspectives on the effectiveness of interactive teaching methods and their experiences in using such techniques in their own classrooms.

The data obtained from the pre- and post-experiment tests were subjected to statistical analysis in order to ascertain the efficacy of the

interactive techniques employed. Descriptive statistics were employed to summarise the students' test scores, while paired t-tests were conducted to compare the performance of the experimental and control groups. The survey responses were subjected to frequency analysis in order to identify common trends and perceptions among the student cohort. The qualitative data obtained from the teacher interviews were transcribed and subjected to thematic analysis in order to identify recurring themes and insights regarding the utilisation of role-playing and dramatisation in English language teaching.

III. RESULTS

The utilisation of interactive techniques in the field of English language learning has been demonstrated to be an effective method of fostering interest and motivation amongst learners. When effectively implemented, games and dramatisations can serve as an effective vehicle for combining entertainment with education, thereby enhancing students' abilities in speech, confidence, and communication. The concept of "game" is multifaceted. This is an independent format for the development of children of different ages, and conscious independent activity through which the world around them is known and self-development takes place based on the subconscious, mind and creativity, this is both the experience of communication and the solution of the main issues of interpersonal relations (Gallo et al., 2023). Game practice performs the following functions (Figure 1).

The use of the game method also allows students to see in a foreign language an effective means of communication, to apply all stages of mastering the educational material. However, game methods will be effective only if the educational process is properly organised in conjunction with other learning tools, based on the tasks and goals set. The main types of games in the learning process are those presented in Table 1.

Team games and contests help to create communicative and collective work (quizzes, thematic contests, team building). Students compete, create presentations, projects, texts of plays in English, and their team play is strengthened. The main reasons for the effectiveness of gaming techniques are presented below (Table 2).

The utilisation of dramatisation technology has been demonstrated to markedly enhance student motivation in the context of English language teaching. Dramatisation, also known as "theatricalization", "theatre in lessons", or "staging", involves the enactment of roles and the presentation of curriculum content in a theatrical manner. It is an effective method for developing speech and language skills, emotional intelligence, and creativity (Papageorgiou, 2022). Although frequently employed in English lessons to reinforce vocabulary and dialogues, it seldom provokes a strong emotional response. Nevertheless, it has the potential to enhance knowledge, facilitate non-verbal communication, and augment vocabulary and creativity (Kalashnyk et al., 2024). The efficacy of dramatisation is contingent upon the professional

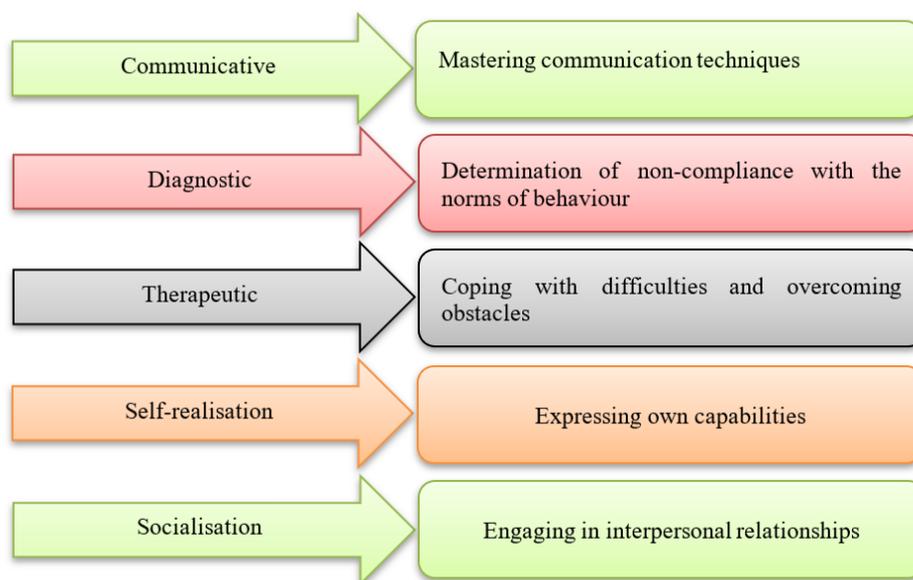


Figure 1. Game activity functions

Table 1. Types of games

No	Type of game	Application in the learning process
1	Phonetic	The use of object games, puzzle games, simulations, attention games, competition games.
2	Lexical	They are used with additional material, for example, card games, crosswords, riddles, chainwords, according to the type: "Find the word", "Guess the riddle".
3	Playing with phrases	Popular memory training games include "Lottery", "Auction", "Duel", "Chain of words".
4	Grammatical	Common in training are: "Guess who is speaking", "Where were you?", "Hide-and-Seek in a Picture", "Lazy-bones" (Action game)
5	For learning to read	Games that simulate life situations are used: "Playing in the store", "Doctor's appointment", "Interview".
6	For teaching listening skills	Listening training involves the development of memory, speech hearing, and probabilistic forecasting.
7	Communication skills	Games with a small amount of information, attention, memory, puzzle games, playing material without text: "Who am I?", "Dominoes", "Bingo".

Table 2. Reasons for the effectiveness of gaming techniques.

Motivation and interest	Maintaining motivation and developing students' interest. Games contribute to an atmosphere of competition, fun, and engaging learning.
Practical application of skills and abilities	Direct use of language skills, solving tasks, better assimilation of the material.
Authentic communication	Communication in authentic situations and real life situations, which helps to overcome embarrassment and fears.
Development of cognitive skills	Development of analytical thinking, strategic planning, and perception of space.
Reducing tension and fear	They help to reduce fear and stress, give students a sense of the possible study and application of their skills without evaluation and criticism, which has a positive effect on the overall atmosphere in the classroom.
Socialisation	Developing the skills of cooperation, respect for each other, communication, teamwork, exchange of experience.
Qualitative assimilation of the material	Games promote the active participation of students in learning. During the games, they not only repeat and consolidate the studied vocabulary and grammar, but also apply them in practice in real situations. This helps to assimilate the material at a deeper level and makes it more accessible for further use.
Feeling confident in their use of language	Due to the friendly and favourable environment, reducing fear and shyness, there is a sense of confidence in the use of language.
Creative abilities	Creative thinking develops through the search for non-standard answers to tasks, a creative approach and own development of strategies

training and enthusiasm of the teacher. It facilitates the overcoming of language barriers, encourages student engagement in creative processes, and fosters mutual respect, thereby transforming the traditional teacher-student dynamic into a more collaborative and creative director-actor format (Dawoud et al., 2020).

At the outset of the experiment, both the control class (CC) and the experimental class (EC) were subjected to a baseline assessment of their initial English language proficiency. As illustrated in Figure 2, the results indicate that, within the control class, three students were classified as having a high level of proficiency, 12 students as average, and eight students as low. In the experimental class,

two students were classified as having a high level of proficiency, 14 as average, and seven as low. The aforementioned results constituted the baseline for the evaluation of the efficacy of the interactive teaching methods implemented in the experimental class.

The main methodological principles of the interactive method of teaching English in EC were: speaking in English; joint activities; changing the usual role of the teacher during training, democratic communication with students; conscious understanding of actions and motives by students and the teacher. For example, below are four classes held during the 8th and 9th weeks of the experiment. The creation of the play "Harry

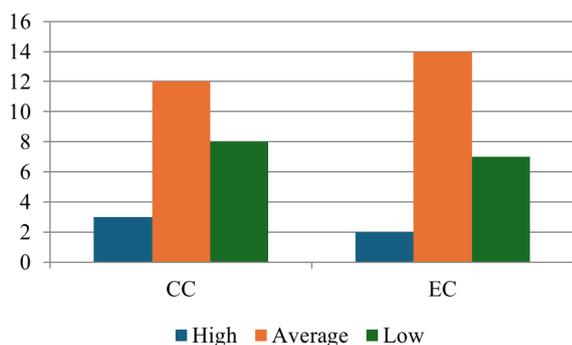


Figure 2. Test result

Potter”. The mechanism of action: initiation of an idea, planning, studying the main meaning of the programme, filling the main programme with additional language information that will be necessary to convey the idea. Next, the teacher, together with the students, develops a script, selects background music, and determines the cast among the students. The work on the staged performance takes place during the scheduled activity, at the control stage, the performance is shown at the end of the 9th week. The 10th week begins with a lesson-correction and work on mistakes. According to the training programme on the topic “Cinema and theatre”, reading the text of the work “Harry Potter” includes 2 hours.

At the end of the 10th week of the experiment, a final test was conducted to identify speech progress, which was also facilitated by a non-standard training programme (Figure 3).

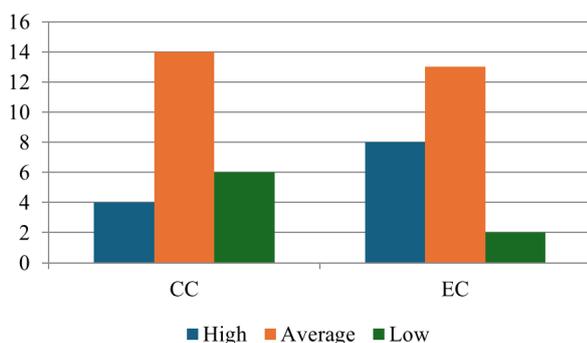


Figure 3. Results of the final test

As illustrated in Figure 3, the results demonstrated a significant enhancement in the experimental class, with the number of students classified as having high proficiency increasing to eight, while thirteen remained average, and only two were classified as low. In contrast, the control class exhibited a slight improvement, with four students achieving a high level, 14 maintaining an average level, and six remaining in the low category.

In addition to the test results, a survey was conducted of students in the experimental class regarding their experiences with the role-playing games and dramatisation employed during their English lessons. As illustrated in Figure 4, the survey findings indicated that the majority of students found these methods engaging and beneficial. Specifically, 22 students expressed interest in this form of education, while 19 reported that their motivation to learn English increased due to these interactive techniques. Furthermore, 20 students indicated that they felt less inhibited and constrained when speaking as a result of the experiment, and 8 students expressed a desire to create their own scripts for role-playing activities.

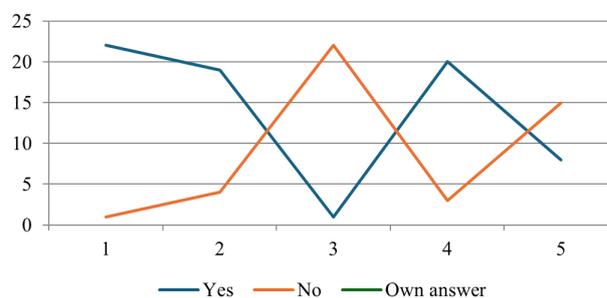


Figure 4. Results of the survey in the EC at the end of the experiment

To provide a more nuanced understanding of the effectiveness of interactive teaching methods, interviews were conducted with 23 English language teachers. This qualitative data was collected to complement the quantitative data. The majority of teachers indicated that these methods had a favourable impact on student motivation and involvement in lessons. In particular, 21 out of 23 teachers agreed that these methods enhanced student engagement. However, several challenges were also identified, including time constraints and the necessity for supplementary training in the implementation of these interactive techniques. Notwithstanding the aforementioned challenges, the overall feedback from the teaching staff was positive with regard to the utilisation of role-playing and dramatisation in language teaching.

As a result, it can be said that teaching English using interactive techniques increases academic performance, motivation, interest and efficiency, develops communication skills, improves lexical literacy, and hones speech skills. All students are given the opportunity to achieve high results, the teacher’s relationship with children improves, and the self-esteem of all participants in the process increases. Role-playing and dramatization should

be included on an ongoing basis in the English language curriculum, as they are an effective method in increasing linguistic creativity and motivation to learn English. The final work with the students helped to understand that learning English gives results only with the use of practice, a conversational situation of a vital nature, which contributes to an increase in the level of motivation and linguistic creativity of language learning. Practice helps to achieve emancipation, freedom, realise communicative abilities, and contributes to the formation of an open and favourable educational environment.

IV. DISCUSSION

The above results provide an idea of the possibilities of using interactive techniques in the process of learning English, about the motivation and interest in the learning process of students. The research helps to define the concepts of game and dramatization, reveals the features of their application in learning a foreign language, discovers and deepens the importance of using interactive techniques in the educational process. The findings of the study have value and insights for practitioners and researchers. Analysing the results in the course of the conducted research, it can be seen that the use of techniques and methods of play and dramatization in English lessons contribute to the growth of the level of knowledge, skills, and abilities that students receive in the learning process. For effective development of motivation growth in learning English, it is necessary to form and develop practical skills. The use of game techniques in teaching gives effective results and wide opportunities for both students and teachers. Many researchers who have studied various methods of teaching English have noticed the effectiveness of using games, game moments, dramatization and theatricalisation in the classroom.

With the rapid development of innovative tools and technologies in education, research studies the impact of interactive techniques such as games and dramatization on the quality of learning. For example, the paper by Febrianti et al. (2022) also explores the impact of drama on student academic performance. Scientific figures indicate the advantages of using drama for teaching English, in the same way as in the results above, they note an increase in motivation and confidence of students, an improvement in vocabulary. Researchers name some reasons why it is useful for

students to learn English based on dramatization – it is the creation of emotional and intellectual conditions, encouraging the student's desire to take risks, the possibility of using communication skills. It is important to note that these findings of the researchers enable teachers to use such types of technologies to solve the problems of teaching English in their professional activities.

The motives of human activity are as diverse as the activity itself, any emotional background is only a reflection and a derivative side of real motivation. This understanding of the game, being fundamentally incorrect, is actually unsatisfactory, since it could only be used for early “functional” games and necessarily without higher-level forms (Sinar et al., 2024; Dashko & Miroshnichenko, 2023). The main norm of children's creativity in the learning process is not only the value of the results and the product of their creativity, but also the process. This is why it is so important that students create and feel in the process. They develop imagination, creative thinking, and improve memory. Students who take part in dramatizations and productions are universally developed, tolerant, work in a team, learn to conduct a dialogue competently, manage their own emotions and feelings (Lipowska & Sajewicz-Radtke, 2012).

The study acknowledges the potential influence of the Hawthorne effect, where students' awareness that they were participating in an experiment may have influenced their motivation and engagement with the interactive techniques (Vyhrestenko, 2019). This awareness could have led to increased performance, particularly in activities such as role-playing and dramatisation. The study controlled for this by emphasising the natural integration of these techniques into the regular classroom, rather than presenting them as experimental interventions, thereby reducing the likelihood of performance bias.

Practical teachers Alasmari and Alshae'el (2020) also conducted an empirical study with classroom observations. The results partially coincided with those indicated above, that the use of dramatization in learning foreign languages has a positive effect on the effectiveness of the process. This type of pedagogical technology leads to a high level of language communication, motivates, and interests in the learning process. The researchers state that dramatic theatrical performances in classrooms have a positive effect

on learning a foreign language. However, the use of dramatization leads to certain difficulties: lack of time, inability to apply this method by the teacher, embarrassment of students, dramatization hinders the development of speech, the unpredictable nature of productions. It is important to add that the article, along with traditional teaching methods, describes dramatization as one of the effective means of theatrical pedagogy, which will be useful for future researchers.

Studying the application of theatrical pedagogy as an additional technique in teaching English, Professor of Pedagogy Govardhini (2023) concluded that this technique is a good alternative for teaching only pronunciation and developing abilities for social interaction. Some teachers in the experiment conducted by the researcher indicate that there are a number of problems, for example, the lack of students' talent for drama and the desire to learn. However, mostly, teachers note the effectiveness of the proposed method for teaching and learning the language, they believe that students, due to the discussion and criticism of the characters, began to understand the English text better. Notably, that there is a shortage of time at the appointed time, and this is a problem for the introduction of interactive techniques such as dramatization.

Therefore, the purpose of the study by Masoumi-Moghaddam (2018) was to explore the ways and methods by which theatrical pedagogy and its means (role-playing, dramatization, theatricalisation, pantomime, sketches) used in foreign language lessons in relation to pedagogical practices of teaching and learning English spoken language, can create certain conditions for favourable learning environment. The results are similar to those obtained in this study, the students demonstrated tremendous achievements of their own skills, developed conversational skills in English through the use of dramatic discourse. Positive results of the use of dramatization in teaching was obtained by Altweissi and Maaytah (2022). They noticed that students have an interest and a positive attitude towards lessons using drama classes, and academic performance increases in all subjects, not only in a foreign language. It is also noted, as in this paper, that the English language teaching programme based on interactive methods should be included for teaching spoken language.

As indicated by Szabó and Kopinska (2022),

a game technique is one of the existing ones, which is a promising and innovative learning tool that allows students to overcome personal motivational difficulties. The use of various role-playing games in the learning process significantly improves the process of learning foreign languages, learning takes place by creating a favourable environment in the classroom, which contributes to the creation of individual progress (Andreyeva et al., 2024). Researchers suggest that a distinctive feature of the game is that it divides learning into stages, just like motivation theory, when the goal is divided into sub-goals, provides differentiation. This also includes the use of game characteristics and their implementation in real situations, the development of specific behaviour in a game situation. According to Korkut and Özmen (2023), the introduction of games in the process of learning English makes the process more enjoyable, develops stress tolerance, mutual assistance between students, and promotes the growth of communication skills. The study identified the components and their analysis, factors and circumstances, components of what educational games should have, describes examples of educational games that will be useful for secondary school teachers.

Within the framework of the conducted research, Yang and Quadir (2018) have developed an online English language learning role-playing game aimed at enriching vocabulary and grammatical structure of sentences. Researchers also conducted an experimental study with the 7th grade students to determine their English language proficiency and how they affect the results of cognitive training. The study confirmed that the initial knowledge of students is a key factor that, in general, affects the effectiveness of knowledge acquisition in learning based on the game method. The results are valuable for teachers and show how to effectively use the game to improve students' learning skills through game forms.

As noted in this paper, the use of role-playing games in learning English in the classroom has a positive effect on the atmosphere, increases the interest and motivation of students, and significantly improves academic performance. Bololia et al. (2022) argue that learning, which is based on a game technique, consists of two elements. The game stimulates the process of integrating information from other disciplines and applying it in the right way in learning. The researchers also noticed that

games develop teamwork and communication with peers, improve coordination, creative thinking, which, above all, develops the ability to establish social connections. One of the most effective ways to develop problem-solving skills is learning, which is based on a game technique.

According to the theoretical results, the organisation of the educational process based on interactive methods is not an easy task for a teacher. Before starting language learning, the teacher must determine the degree of interest of the student in studying the subject. It is important to determine why he needs a language, how best to teach a particular student to a child, and henceforth use various teaching methods. It is necessary to identify the dominant motive in language learning. However, the interest in learning to a greater extent still depends on the child learner. The teacher only needs to competently develop certain qualities, guide, help, and control the process. Khidirova (2021) also states that if there is feedback between the student and the teacher, the learning process will be more effective, the creative atmosphere in the classroom will enable the teacher to imperceptibly, productively educate students, control student behaviour and correct it. The researcher suggests that dramatic methods create conditions when a child wants to listen and perceive English-language speech, speak the language being studied, when the student feels a sense of satisfaction from the process. researcher discussed the use of dramatic techniques in teaching English, which act as a qualitative method of teaching the language and increasing the level of motivation.

Considering the study by Thanh et al. (2024), where learning based on interactive techniques is considered, it is indicated that the purpose of a particular game is the following aspects: cognitive (knowledge gained during the game), educational (use of different forms of communication between people, fostering a sense of trust in the environment), behavioural (development of certain behavioural patterns). The researchers named the following conditions for the qualitative introduction of interactive games into English language teaching: variety of tasks in the process of interactive play; choice of an appropriate pace to maintain the interest of children of different ages; inclusion of mobile tasks in the content of the game; use of fairy-tale characters, interesting characters, poems and songs in the game. This will give the opportunity

to interest the child in an interesting way to learn new words and expressions. At the same time, the student must understand the lesson in their native language, only then the training will be clear and simple. As a result, the results obtained in the course of this study, and the findings of researchers from different countries, helped to consider the use of interactive techniques in the process of teaching English, role-playing games and dramatization to increase linguistic creativity and motivation to learn English.

The applicability and effectiveness of role-playing and dramatisation in different educational settings may be influenced by cultural differences. This study recommends that future research should explore how these interactive techniques can be adapted to respect and integrate cultural norms and values to ensure their relevance and effectiveness in different educational contexts. Such adaptations might include modifying the content or approach to meet cultural expectations, while maintaining the pedagogical benefits of these methods (Golovach, 2023).

The study emphasises the value of interactive methodologies, such as dramatisation and game-based learning, in motivating students and enhancing their learning experience. It encourages educators to integrate these techniques into their pedagogical approach with a view to enhancing student engagement and facilitating language acquisition (Derakhshan et al., 2024). It would be beneficial for policymakers to endorse the implementation of interactive methodologies in the design of educational curricula, with the aim of optimising the quality of educational outcomes. However, the findings of the study may not be generalisable due to the limited scope of the educational setting and the relatively small sample size. Further research should investigate the long-term impact of interactive techniques on language acquisition and student attitudes, as well as the ways in which these methods can be adapted for different learner profiles and educational environments. This will assist in the refinement of teaching strategies and the maximisation of the benefits of interactive learning approaches.

V. CONCLUSION

The study considered the concepts of motivation, dramatization, and play; the main types and genres of games that are used in teaching are described;

pedagogical characteristics of dramatization and theatricalisation technologies are listed. Based on the example of using interactive techniques, namely games and dramatization, a pedagogical study of the level of linguistic creativity and motivation was conducted with 46 students of the 7th grade of the private school "Taalim". The findings showed that after the experiment, the students' English proficiency level, self-esteem, interest, vocabulary, and speaking skills were improved. Children have stopped being shy about public speaking, and were open to communication. The study also highlights that every teacher in the learning process aims to create a favourable classroom environment, tries to motivate students, increase interest in the subject. In addition, it was revealed that for primary school children, the background colouring of the lesson is important, and for high school students, scenarios and the ability to choose roles are important.

The conducted survey of students determined the degree of satisfaction with interactive methods in learning English, and a conversation with teachers made it clear that it is also important to integrate the teaching of a foreign language with other disciplines. This paper provides valuable data for further research on what difficulties exist in the learning process, how to effectively prepare students for speaking, increase motivation and interest in learning.

In schools, it is necessary to introduce game-based approaches into the foreign language teaching programme. Teachers regularly improve their qualifications, participate in events that would allow them to share their interests and acquired experience with colleagues, and conduct electives for children. Students develop speaking skills and abilities, train their memory by means of independent reading of English literature; perform various kinds of activities. This study has limitations that need to be carefully considered in the future. First of all, it must be noted that the data in the study is variable, which is most likely to be subjectively biased. The number of students with whom the experiment was conducted numbered 46 students of the 7th grade. An important learning mechanism in the future may also be a study, which will show whether the results have covered other subjects in schools where interactive methods

are used in teaching. Therefore, in the future it is necessary to consider the issues of learning English by means of role-playing games and dramatization in other classes and schools of the country.

Despite the limitations, the study provides a preliminary understanding of the use of the above methods in increasing motivation and linguistic creativity in learning English, and provides an opportunity for researchers to seek solutions to problems related to increasing student motivation in learning. Future research should focus on investigating: linguistic skills, which will potentially have a positive effect on the cognitive abilities of students; the pace and speed of lessons using theatrical pedagogy tools. Future subjects of enquiry may also include methodological issues in education using interactive techniques.

ETHICS STATEMENT

The authors have read and followed the ethical requirements for publication in Data in Brief. The current work does not involve human subjects, animal experiments, or any data collected from social media platforms.

CREDIT AUTHOR STATEMENT

Nazgul Biynazarova: designed and supervised the project; **Apal Abdimomunova** wrote the manuscript with input from all authors; **Nurizad Dzhilkibaeva:** developed the theoretical framework; **Zhyldyz Takenova:** contributed to the interpretation of the results; **Dinara Asanova:** supervised the findings of this work. All authors discussed the results and contributed to the final manuscript.

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DECLARATION OF COMPETING INTERESTS

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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