

IMPROVISATION TECHNIQUES IN INTERMEDIATE B2 EFL CLASSES

*Ro'zimova Ilmira Hoji qizi* - IV year student, UzSWLU  
*Begizova Madina* - sen. teacher, scientific adviser UzSWLU

**Abstract:** This article explores the effectiveness of improvisation techniques in enhancing language proficiency among intermediate B2 level English learners. The study delves into the benefits of incorporating improvisational activities into language learning, focusing on their impact on students' speaking skills, fluency, confidence, and overall engagement in the classroom. Through a combination of theoretical analysis and a practical example, the article highlights the potential of improvisation as a valuable pedagogical tool for creating immersive and interactive learning environments that cater to the diverse needs and learning styles of intermediate level learners. The findings suggest that integrating improvisation techniques can significantly contribute to the development of communicative competence and foster a positive and dynamic learning atmosphere in EFL classrooms.

**Key words:** dynamic learning environments, role-playing, problem-solving scenarios, creative writing prompts, drama projects, storytelling, interactive learning experiences.

In today's globalized world, English has become the lingua franca, the common language used for communication between people from different linguistic backgrounds. It is the most widely spoken language in the world, serving as a bridge that connects individuals, businesses, and countries across borders. The importance of English in this globalized environment cannot be overstated, as it plays a crucial role in facilitating international communication, trade, education, and cultural exchange. English as a Foreign Language taught in the globalized world has undergone significant advancements in recent years, with educators realizing the importance of innovative teaching methods to enhance language acquisition among students. One such approach gaining traction is the use of improvisation techniques in the classroom to foster language proficiency. Improvisation, with its focus on spontaneous and creative expression, offers a dynamic platform for students to engage actively in English language learning. In this article, we explore the benefits of incorporating improvisation in EFL classes in Uzbekistan applied, primarily, for the purpose of making the learning experience for students more effective and enjoyable.

Improvisation is a technique used in various fields such as music, theater, dance, and comedy, where performers create and perform spontaneously without a script or pre-planned actions. It involves making up the performance in the moment, often based on prompts or suggestions from the audience or other performers. Improvisation has

been used as a teaching and learning tool for centuries, but it became more formalized in educational settings in the 20th century. The driving force behind incorporating improvisation into education was the recognition of its many benefits for cognitive, emotional, and social development.

In the early 20th century, improvisation began to appear in educational settings as a method for enhancing creativity, spontaneity, and collaboration among learners. Educators recognized that improvisational activities help develop skills such as active listening, quick thinking, adaptability, and creativity, which are essential for success in various academic and professional fields.

One of the key figures who promoted improvisation in the education sphere was John Dewey, an influential American philosopher, psychologist, and educational reformer. Dewey believed in the importance of experiential learning and thought that incorporating improvisation and flexibility into teaching methods could help students better adapt to real-world, unpredictable situations. In his book "Experience and Education" [1], Dewey emphasized the need for educators to engage students in hands-on, interactive learning experiences that allowed them to think critically and creatively. He argued that traditional, rigid educational practices stifled students' ability to learn. Dewey's ideas on improvisation in education have since influenced many educators and educational theorists, who continue to explore innovative teaching methods that prioritize student engagement, collaboration, and adaptability.

Today, improvisation is commonly used in educational settings such as drama classes, music programs, team-building workshops, and leadership training courses. Its inclusion in education demonstrates the value of creativity, collaboration, and adaptability in preparing students for the challenges of the 21st century.

Coming to the benefits of improvisation, it can develop a wide range of skills and abilities, including:

- Creativity: about which Dr. Keith Sawyer [2] writes that improvisation encourages thinking outside the box, that it makes learners to come up with innovative ideas, and explore new possibilities.

- Spontaneity: It helps individuals think on their feet, make quick decisions, and adapt to changing situations. This feature of improvisation was dwelt on in Dr. Rebecca Root's article [3], where she discusses how spontaneity can be a key element in successful improvisation performances and how actors can cultivate this quality through practice and training. Another important figure in the field is Keith Johnstone, known for his concept of 'improvisational consciousness.' His work [4] delves into the importance of spontaneity and the ways in which it can enhance the creative process in improvisational performance. Both Root and Johnstone's works offer valuable insights into the role of spontaneity in improvisation and provide practical strategies for performers looking to harness this essential feature in their work. As for Viola Spolin

who is considered the pioneer of improvisational theater techniques in education, is famous for her seminal work that outlines various exercises and games aimed at fostering spontaneity, creativity, and collaboration among students.[5].

All the above methodologists have made significant contributions to the field of improvisation in education, and their works provide valuable insights and resources for educators looking to incorporate improvisational techniques into their teaching practices.

Incorporating improvisation techniques in EFL classes can take various forms, such as role-playing scenarios, storytelling, group discussions, and creative writing exercises. These activities provide students with opportunities to use English in authentic contexts, allowing them to practice vocabulary, grammar, and pronunciation in a meaningful way. Through improvisation, students can also enhance their listening skills by actively engaging with their peers and responding to spontaneous prompts. As a young teacher, I studied to put some of the improvisation activities into practice: Here is a detailed description of an improvisation activity suitable for intermediate students entitled as 'Travel Troubles'.

'Travel Troubles' is an improvisational game that helps students develop communication skills in English. During the game, students imagine themselves as travelers facing various problems during their trip. The benefits of this game are that it stimulates oral language development, improves quick decision-making skills and increases confidence in using English in real-life situations. Compared to other learning methods such as reading or doing exercises, 'Travel Trouble' actively engages students in the communication process and helps them apply knowledge in practice. In addition, this game develops creative thinking and the ability to adapt to different situations, making it an effective tool for teaching English. Here is the fragment of the technique: Student: "Sorry, I noticed that the board says my flight is delayed. Can you tell me why this happened and how long the wait is expected?" Airport employee: "Unfortunately, yes, our flight is delayed due to weather conditions. We expect the flight to be delayed by two hours. Sorry for the inconvenience." Student: "I see, thanks for the information. Can you also clarify if any refunds or amenities will be provided while you wait?" Airport employee: "Yes, of course. We will give you a coupon for a free meal at an airport restaurant and priority seating on the next flight. Sorry again for the delay." This dialogue helps students apply their knowledge of English to a specific situation, and also develops communication skills and confidence in communicating in English.

This is only one example of improvisation techniques but there are many more that are distinguished by their property to enhance students' ability to think on their feet, develop character creation skills, and strengthen teamwork and collaboration. But they will be focused on in our further researches.

In conclusion, incorporating improvisation techniques in EFL classes in today's

world offers a dynamic and engaging approach to language learning, enabling students to actively participate in their language acquisition journey. By providing opportunities for students to engage in spontaneous and creative expression, educators can foster a supportive and interactive learning environment that promotes language fluency, communication skills, creativity, and confidence. As we continue to embrace innovative teaching methods in EFL education, integrating improvisation into language instruction can greatly benefit students in their pursuit of English language proficiency.

**Literature:**

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