

THE CONTRIBUTION OF DRAMA IN EDUCATION

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Abstract

Drama as a teaching technique becomes crucial if we believe that intellect and emotion are intertwined. It develops metaphors for how we conduct our lives, which involve both cognitive and emotional processes. The links between the body, emotions, and mind are fundamentally influenced by creativity and the arts. Additionally, as we interact with the rest of the environment, our brain, emotions, and physiology are always connected and our learning is embodied. This research aims to show how a drama in education program, used with kids at a multicultural primary school, advances abilities that promote personal empowerment, fosters empathy and teamwork, and enhances interpersonal connections.

Keywords: drama in education, performance techniques, self-esteem, collaboration, interpersonal relationships.

Introduction

Several researches suggest that using drama in the classroom can help students gain the socio-emotional skills essential for effective social adjustment (Belliveau, 2005; Lindberg, 2015). Children's interpersonal relationships are improved by these abilities, which are associated with effective emotional expression, self-empowerment, the advancement of collaboration, and respect for the ideas, interests, and needs of others. All students at school should work to develop these abilities (Kuranchie & Addo, 2015). Promoting this educational idea through drama in the classroom is an effective strategy.

Students that participate in group theatre activities in the classroom are inspired to share knowledge, examine their similarities and differences, and communicate via art. Students gain conflict management skills while working toward their objective, and they eventually learn to respond to good behaviors with their own appropriate positive contribution. Since the elements of social interaction that result in the development of friendly relations are connected to the involvement in shared activities, effort for clear communication, exchange of information, conflict resolution, and reciprocity, a positive climate of trust is created, promoting relationships of friendship and collaboration (M. Cole & S. R. Cole, 2002).

Socio-emotional skills naturally develop within the secure environment provided by drama in school, resulting from each child's urge to collaborate and have fun with their peers (Ball, 2012). Students get a feeling of imitating others, a sense of the group, a sense of respect for the law, and a sense of coordinated group activity. In addition, they recognize the other

students' right to participate in the activity in an environment of freedom and respect for one another and the value of their peers' contributions to the attainment of the goal. Students get the ability to control their unfettered ego, avarice, and superiority complex as well as to acquire accountability and honesty in their interactions with their peers. Students develop from selfish individuals into people who can share things with others (Giannaris, 2001).

Just as in real life, repercussions of certain acts and decisions may not be disregarded in educational play. Events and scenarios can be reenacted multiple times, especially if students make different decisions each time and thus experience varied outcomes. Children may practice a skill until they master it via repetition, which helps them better understand the relationship between cause and effect, develop a feeling of shared responsibility and flexibility in problem-solving (Bailey, 1997). Drama in education therefore enables those taking part in its actions to increase their level of thought, supports them in asking how and why questions, encourages them—through innocent tests—to engage in the negotiation of the world around them, experiences the joy of belonging to a group, focuses their attention over extended periods on developing their skills of listening to and observing the other, and ultimately facilitates easier communication with their peers (Dogru, 2015).

Drama in the classroom offers examples of positive interactions and relationships. It is a setting for social interaction where anyone may direct their emotions, label them, and put them to the test by having complete control over them (Galazka, 2016). It is a method of teaching that promotes the equal treatment of all pupils and aids in the growth of strong interpersonal bonds.

Conclusion

This study highlights drama in education as a pedagogical technique that fosters a variety of qualitative abilities that are important in many facets of daily life. Additionally, drama in education is a comprehensive methodological approach that makes use of joyful and liberating creative paths to effectively investigate delicate sociopolitical issues, like intercultural coexistence, by cultivating communication behaviors that are at the very core of widely acknowledged humanitarian values. Drama in educational processes may broaden students' perspectives on various cultural traditions, especially in today's social realities, when the prevalence of immigrants and refugees at schools necessitates that school life embrace tolerance and solidarity.

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