



THE IMPACT OF DIDACTIC DRAMA TECHNOLOGY IN PEDAGOGICAL EDUCATION ON THE DEVELOPMENT OF PROFESSIONAL REFLECTION AND COMMUNICATIVE COMPETENCES

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Annotation. This article analyzes the possibilities of developing students' professional reflection and communicative competencies through the use of didactic drama technology in the process of pedagogical education. Didactic drama is highlighted as a method that activates personal and professional development through staging, situational games, role-playing and emotional-communicative experiences. The study was conducted on an experimental basis and it was found that professional reflection and communication skills significantly increased in the group where drama technology was used. It was observed that through drama classes, students developed the ability to understand their professional experience, manage emotional states and communicate effectively. The results confirm the scientific and practical significance of drama technology in the formation of professional and personal competencies in pedagogical education. At the end of the article, promising directions for the widespread introduction of drama technology into the educational process and future scientific research are recommended.

Keywords: didactic drama, professional reflection, communicative competence, pedagogical education, staging exercises, situational games, emotional experience, drama technology

Introduction. In the process of developing students' professional competencies in pedagogical education, the formation of reflection and communicative skills is of particular importance. Professional reflection, that is, the ability to understand, evaluate personal experience and work on oneself, is considered a necessary professional quality for a modern teacher. In particular, it is important to have developed communicative competence to ensure effectiveness in interpersonal communication, make the right decisions in complex pedagogical situations, and adapt to the emotional and intellectual needs of learners. Today's global educational process requires teachers not only to convey knowledge, but also to effectively implement interactive, reflective, and communicative activities. In this regard, didactic drama technology is emerging as a relevant and effective tool in pedagogical education. Drama technology allows educational participants to gain experience, manage emotional reactions, and develop communication and cooperation skills by staging real or socially significant situations. Through didactic drama, students have the opportunity to create their professional experience, analyze it reflectively and enrich it communicatively. This has a positive effect on their personal and professional growth, forms the skills of independent thinking, problem solving and self-assessment.

The purpose of this study is to identify the possibilities of developing students' professional reflection and communicative competencies using didactic drama technology in the process of pedagogical education. Within the framework of the study, the task was set to

study the impact of didactic drama practice on reflective and communicative processes in pedagogical education, develop its methodological foundations and develop practical recommendations.

The formation of professional reflection and communicative competencies in the process of pedagogical education serves as a necessary basis for the professional formation of students and effective pedagogical activity. Professional reflection is interpreted as a process of self-awareness, a critical approach to situations arising in professional activity, analysis of experiences and drawing conclusions from them. Reflection is one of the central mechanisms of personal and professional development, serving as a teacher's systematic analysis of his own knowledge, skills and values, their improvement and purposeful management of his activities. Among the functions of professional reflection, such processes as analyzing his own activities, identifying shortcomings, developing effective strategies and directing them towards professional growth play an important role. The stages of reflection include the accumulation of initial experience, conscious analysis of this experience, planning and improvement of future activities based on the results of the analysis.

Communicative competence, on the other hand, represents a set of knowledge, skills and personal qualities necessary for effective communication in pedagogical activities. It includes speech culture, active listening, clear and logical expression of one's thoughts, interaction with the audience, conflict management and socio-emotional competencies. The development of communicative competence in pedagogical education allows the teacher to convey knowledge to students, create a psychologically comfortable and positive communication environment with them, and strengthen their ability to adapt to the emotional and intellectual needs of students.

Discussion. Professional reflection and communicative competences are inextricably linked and appear as complementary and reinforcing factors in the perfect formation of the pedagogical personality. Reflective thinking allows the teacher to analyze his communicative activity and constantly improve it, while developed communicative competence creates the basis for a more in-depth and effective implementation of reflective processes. Thus, the harmonious development of professional reflection and communicative competence plays a decisive role in improving the quality and effectiveness of pedagogical activity. Didactic drama technology occupies a special place among interactive and experience-based teaching methods in the modern educational process. Didactic drama is a pedagogical method that provides for the study of real or conditional situations in a staged form in order to activate the active participation, emotional experience and reflective thinking of students. Its main principles include learning through play and creativity, the combination of experience and reflection, and the importance of individual and collective interaction. The didactic drama methodology provides students with the opportunity to express their point of view, exchange ideas with others, and learn to adapt to social situations. During this process, students develop critical thinking, empathy, socio-emotional perception, and the skills of finding creative solutions to problem situations.

Solving educational tasks through didactic drama opens up many possibilities. First of all, through staging, complex theoretical concepts are brought closer to real life and enriched with the student's personal experience. Drama activity introduces an emotional component into the learning process, which contributes to the solid assimilation of knowledge and its long-term retention in memory. In addition, through drama technology, students enter into



dialogue with each other, analyze the situation, express their feelings and positions, and master the culture of cooperation. This method increases the activity of students, turns them into active subjects of their own educational process and serves to form professional competencies.

The role of drama technology in professional and personal development is incomparable. From the point of view of professional development, didactic drama strengthens the communicative competence of the teacher, the ability to think reflexively and adaptability skills. Through drama, the teacher tests various situations in his professional role and activity and gains practical experience. In terms of personal development, drama develops students' abilities to understand themselves, manage their emotions and ensure emotional stability. Participation in drama activities strengthens social skills, feelings of sympathy and empathy, and also helps to form students as socially active and responsible individuals.

Didactic drama technology serves as a powerful pedagogical mechanism for the development of professional reflection and communicative competencies in the process of pedagogical education. Drama activities, in particular, through role-playing and situational games, create an opportunity to activate reflective thinking in students. During role-playing, students test themselves in various professional situations, enter into various social roles, and based on this experience, consciously analyze their feelings, decisions, and behaviors. Such a methodological approach helps students not only see the consequences of their actions, but also draw the necessary conclusions from them to analyze and improve their activities. Also, situational games develop a culture of reflection and teach students to regularly evaluate and update their activities. The formation of interpersonal communication skills through drama activities is also one of the important results of the educational process. Drama classes teach students to listen actively, express their thoughts clearly and logically, communicate emotionally, defend their point of view and at the same time respect the opinions of others. Through group drama classes, students understand social roles in the communication process, develop skills in working together, resolving conflicts constructively, and demonstrating socially acceptable behavior. This creates the basis for establishing effective and trusting relationships in future pedagogical activities.

The inextricable link between emotional experience and reflective analysis in drama technology is of particular importance. In the drama process, students experience emotional experiences close to real life, and this experience directly interacts with their inner world, professional views, and personal values. These emotional experiences are more deeply understood in the process of reflective analysis, allowing students to consciously analyze their personal reactions and professional decisions. As a result, students become aware not only of their own feelings and behaviors, but also of their significance in pedagogical activity. The combination of emotional experience and reflection creates a stable psychological foundation for professional growth and personal development.



Role-playing games

(dramatic representation of professional situations)

Staging exercises

(resolving problem situations in a dramatic way)

Situational games and improvisations

(to activate communication and reflection)

Emotional and communicative experiences

(positive communication, active listening, managing emotions)

Figure 1. Forms of professional reflection and development of communicative skills based on didactic drama technology.

This study was aimed at empirically studying the impact of didactic drama technology on the development of professional reflection and communicative competencies among students studying in the pedagogical education field. The experimental method was used as a research methodology. A total of 80 students participated in the study, who were randomly divided into experimental (40) and control (40) groups. In the experimental group, the educational process was organized based on didactic drama elements, while in the control group, traditional pedagogical methods were used. During the study, data were collected on the basis of questionnaires, reflective essay analysis, observation and test tasks. It is necessary to provide detailed information about the form of diagnostic activities conducted within the framework of the research methodology, the measuring instruments used and the evaluation criteria. In this study, special diagnostic tests, reflective essay tasks and observation cards assessing communication activities were used to determine the level of development of students' professional reflection and communicative competencies. To assess the level of reflection, self-assessment questionnaires based on the Likert scale (1-5-point rating system) were used, in which students assessed their ability to understand their professional experience, analyze situations, and improve their performance. Communicative competencies were assessed based on indicators such as active listening, clear expression, and appropriate communication. Using observation cards, students' activities in group exercises and drama exercises were systematically analyzed. Points were summed for each indicator, creating an opportunity to determine the level of development of general competence.

A detailed description of the research methodology is important for reliable analysis of the results and ensuring their scientific validity.

In the experimental group, a significant increase in professional reflection indicators was observed as a result of the use of drama technology. It was found that during the reflection process, students were able to analyze their experience more deeply, identify problems in professional activities, and independently find solutions to them. Communicative competence indicators also increased: students developed the skills of expressing their thoughts clearly and fluently, actively listening, showing positive emotional responses in communication, and using constructive communication methods in conflict situations. In the

control group, no significant changes were detected in the level of professional reflection and communicative competences, or they occurred only at a natural growth rate.

The analysis of the research results confirmed the positive impact of drama technology on the process of professional formation of students. In the experimental group, the development of reflective and communicative skills of students showed statistically significantly higher results than in the control group ($p < 0.05$). The analysis showed that didactic drama serves as an effective pedagogical tool for students' self-awareness, analysis of situations in professional activity, and the formation of effective communication skills. At the end of the study, practical recommendations were developed for the integration of drama technology into the pedagogical education process.

Conclusion. The results of the study showed that the use of didactic drama technology in the process of pedagogical education is highly effective in developing professional reflection and communicative competencies. Through drama technology, students were able to emotionally and reflectively understand their experiences, develop the skills of consciously approaching complex situations that arise in professional activities. Also, drama classes significantly strengthened students' communicative activity, the ability to clearly express their opinions, listen and conduct constructive dialogue. This created the necessary foundation for building pedagogical activity on the basis of competencies that meet modern requirements. At the same time, drama technology also had an effective impact on the formation of students' personal qualities such as social activity, cooperation and emotional stability.

Based on the results of the study, it is recommended to systematically integrate didactic drama technology into the pedagogical education process. In particular, it is advisable to include drama-based classes in vocational training programs, use analytical tasks and staging exercises based on a reflective approach. In order to develop communicative competencies among students, it is necessary to regularly organize group drama exercises, situational games, and activities that develop emotional thinking. Also, systematically conducting reflective analysis and experience evaluation stages after drama classes will increase educational effectiveness. As a promising direction for future scientific research, it is recommended to study the features of the application of didactic drama technology at different educational levels (for example, primary, general secondary and higher education), to conduct a comparative analysis of the impact of drama technology in different cultural contexts, and to conduct an in-depth empirical study of the impact of drama methodology on other indicators related to professional and emotional development. In addition, identifying opportunities to integrate drama technology with other innovative educational methods is also a promising research area.

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