

**DPSYCHOLOGICAL AND PEDAGOGICAL HARMONY IN THE EDUCATIONAL
PROCESS THROUGH RELATIVE PEDAGOGY**

Abdullayeva Nilufarxon Mahamadjanovna,
Doctor of Philosophy (PhD) in Pedagogical Sciences, Associate Professor,

Abdullayeva Uqiljan Ibadullayevna,
Associate Professor of the Uzbekistan National Pedagogical University,

Irgashova Maripat Abdinazarovna,
Senior lecturer at the National Pedagogical University of Uzbekistan

Abstract

The article examines dramatic pedagogy as an innovative interdisciplinary approach situated at the intersection of pedagogy and psychology. The psychological foundations of dramatic pedagogy are revealed, including activity theory, emotional intelligence, and learner-centered and humanistic approaches.

Key words

dramatic pedagogy, educational psychology, emotional intelligence, learner-centered education, pedagogical interaction, reflection.

Modern educational modernization processes create the need to search for such pedagogical approaches that ensure not only the acquisition of knowledge, but also the development of the learner's personality, his emotional, communicative and social competence. In this regard, dramatic pedagogy is of particular importance, since it integrates the mechanisms of educational and psychological influence on the individual.

Dramatic pedagogy is a pedagogical approach based on the use of drama elements, theatrical activity, role-playing interaction and improvisation in the educational process. Its effectiveness is largely due to its reliance on psychological foundations, which indicates the close connection between dramatic pedagogy and the psychology of the individual, development and teaching. Dramatic pedagogy is based on the ideas of the activity approach, according to which the individual develops in the process of active interaction with the social environment. The use of dramatic teaching methods helps to put students in a situation of "experimenting" with the material being studied, which increases motivation and the meaningfulness of educational activities.

The main theoretical foundation of dramatic pedagogy is humanistic psychology, which emphasizes the value of the individual, freedom of self-expression and emotional experience. In dramatic cooperation, the learner is not a passive object, but an active subject with the ability to self-reflect and personal development. Dramatic methods create a psychologically safe space that allows students to express their feelings, try out actions and develop personal cooperation skills.

The integration of dramatic pedagogy into the educational process serves the following results: the formation of communicative competence; the development of creative and critical thinking; increasing motivation for learning; the development of personal and social qualities of students.

From the point of view of pedagogical psychology, dramatic pedagogy serves as an effective means of harmonizing the cognitive and emotional development of the individual, which is especially relevant in the context of a competency-based education model.

Dramatic pedagogy is a perspective interdisciplinary approach that organically combines pedagogical and psychological aspects. Its application in educational practice helps to create a personally developing educational environment in which students are active, emotionally involved and in the position of the subject. In the context of modern educational reforms, dramatic pedagogy can be considered as an important means of implementing humane and innovative teaching strategies.

In the context of reforming the education system of the Republic of Uzbekistan, special attention is paid to the introduction of innovative pedagogical approaches aimed at developing the student's personality, increasing his creative potential, communicative and emotional-volitional qualities. In this context, dramatic pedagogy is of particular relevance, since it corresponds to the strategic tasks of humanizing and psychologizing the educational process. An analysis of the current state of pedagogical practice in Uzbekistan shows that elements of dramatic pedagogy are mainly used fragmentarily - in interactive teaching methods, extracurricular activities, theatrical forms, and in teaching the humanities. However, a scientifically based systematic model of dramatic pedagogy as an independent psychological and pedagogical approach has not yet been widely implemented.

The normative and legal documents aimed at the development of education emphasize the importance of forming communicative competencies, critical thinking, emotional stability and self-expression in students. These norms are directly related to the psychological foundations of dramatic pedagogy, which is aimed at the development of emotional intelligence, empathy and personal reflection. From the point of view of educational psychology, dramatic pedagogy can be considered an effective means of eliminating formalism in teaching in the conditions of Uzbekistan and strengthening the subject position of students. Role-playing games, staging, pedagogical improvisation and dramatic exercises serve to improve the psychological climate, reduce anxiety in learning and increase motivation for learning. The interaction between psychology and dramatic pedagogy is two-way. On the one hand, psychological knowledge allows you to choose dramatic methods, forms and content of activities, taking into account the age, individual-typological and personal characteristics of students. This ensures the psychological safety of the educational process and increases its effectiveness. On the other hand, the practice of dramatic teaching provides empirical material for psychology, helping to determine the impact of dramatic methods on the development of attention, emotional intelligence, motivation, empathy and reflection.

At the intersection of psychology and dramatic pedagogy, the issue of the emotional development of students is of particular importance. The use of dramatic teaching forms helps to understand and express emotions, develop empathy and interpersonal skills, which is consistent with the theories of emotional intelligence and humanistic psychology. In addition, dramatic activity creates an opportunity to reflect on personal experience, which enhances the person-centered nature of education. Thus, dramatic pedagogy can be considered as a practice-oriented area of pedagogy that relies on psychological theories and expands their practical potential. Their integration provides a holistic approach to the educational process, aimed not only at acquiring knowledge, but also at the formation of basic personal and social competencies of students in the conditions of modernization of modern education.

One of the promising directions is the integration of dramatic pedagogy into the system of training and advanced training of pedagogical personnel. The formation of dramatic interaction

and psychological reflection skills in future teachers allows to increase the quality of pedagogical communication and the effectiveness of the educational process.

As D.Kholbayeva noted in her article “Opportunities for the formation of professional competencies in pedagogical education using the didactic drama method”, increasing the effectiveness of the educational process and directing students to personal and professional development is one of the main tasks of the pedagogical education system. The author emphasizes that innovative teaching methods, in particular the didactic drama method, occupy an important place in modern pedagogical practice, since they serve not only to consolidate knowledge, but also to develop students' personal, social and professional skills.

As G.Madaminova noted in her article, the educational drama method in pedagogy has a number of significant advantages. The author believes that the use of dramatic activity activates students, turning them from passive listeners into active participants in the educational process. According to the researcher, participation in dramatic activity helps not only to obtain information, but also to develop creative thinking.

Although the term “dramatic pedagogy” was formed in European pedagogical science in the second half of the 20th century, its substantive foundations existed much earlier, in the pedagogical practice of the Jadid Enlightenment. Jadid pedagogy of the late 19th and early 20th centuries was aimed at awakening national consciousness, forming critical thinking and an active civic position of students, which brings it closer to the concepts of modern innovative and dramatic pedagogy.

One of the main means of pedagogical influence of the Jadids was theater as a form of enlightenment. Theatrical scenes were not just a game for them, but an effective means of spiritual, social and intellectual education of the people. Through dramatic images, dialogues and stage situations, students and spectators had the opportunity to understand current social problems, compare the staged event with real life, and form a personal attitude to the event.

In the pedagogical activities of such representatives of the Jadid movement as M. Behbudiy, A. Avloniy, M. Qori Abdurashidkhanov, theatrical forms were used to form social responsibility, patriotism, spiritual values, and aspirations for knowledge among young people. For example, the plays of M. Behbudiy (“Padarkush” and others) raise such urgent issues as family upbringing, illiteracy, the responsibility of parents and society in the fate of the younger generation, and fulfill a clear pedagogical task.

The work of A. Avloni is of particular importance, as he saw upbringing as a whole process of personality formation and emphasized the role of art and artistic expression in the development of students' spiritual qualities. His pedagogical ideas and theatrical practice reflect the basic principles of dramatic pedagogy: based on emotional experience, dialogue, moral choice, and the active position of the individual.

From the point of view of modern pedagogical science, the activities of the Jadids can be interpreted as an early dramatic-pedagogical approach based on the integration of education, art and social reflection. In Jadid pedagogy, the theater served as a “learning space”, where students not only acquired knowledge, but also learned social roles, behavioral norms and values. Thus, the experience of the Jadids shows that dramatic pedagogy has not only European, but also national roots.

Understanding and actualizing the Jadid pedagogical heritage in the context of modern innovative pedagogy creates new opportunities for the development of nationally oriented educational models and technologies.

Analysis of historical visual sources allows us to identify a stable connection between the Jadids' educational movement and the formation of dramatic-theatrical practices. In particular, early photographs of Jadid dramatic scenes and theater collectives indicate the purposeful use of

theater as a means of enlightenment, moral education and the formation of social consciousness among young people. The themes of the performances were usually related to socio-moral problems, educational issues, national consciousness and cultural renewal of society.

Historical images of theater stages in Uzbekistan reflect the institutionalization of dramatic activity initiated by the Jadids and its transformation into a national theatrical art form. At the same time, theatrical practice is not only about artistic expression, but also fulfills an educational mission aimed at developing communicative, emotional-value-based and socially oriented qualities of students.

Of particular importance are theatrical posters and posters, in particular, performances of the Hamza Theater, which indicate the spread of dramatic forms in the cultural and educational space of the region and their active involvement in educational activities. These materials confirm that the theater was considered an effective means of pedagogical influence and social communication for the Jadids.

In the context of the modernization of the pedagogical education system of the Republic of Uzbekistan, dramatic pedagogy (drama pedagogy, didactic drama) is considered a promising innovative direction aimed at the formation of professional competencies of future teachers. Compared with foreign models, the emphasis is on integrating didactic drama with competency- and value-oriented approaches and national-cultural educational content. This emphasis allows us to consider didactic drama not only as a teaching method, but also as a means of professional and personal development of students. The results obtained expand scientific ideas about the possibilities of integrating pedagogy and psychology and create a theoretical basis for further research in the field of innovative educational technologies in the context of the modernization of education.

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