

**ROLE OF THE THEATRE IN THE EDUCATION OF STUDENTS IN THE SPECIALTY
"MEDICAL AESTHETICIAN"**

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Abstract: Modern education ideas focus on forming learners' attitudes to analyzing their own behaviour, motivating and modelling effective behavioural strategies for multicultural communication that stimulate both the development of communicative skills and tolerance towards others. Drama arts include a series of hybrid methods, rooted both in educational sciences and in the theatre. Drama arts rely heavily on emotional intelligence and provide a safe space where professionals (educators) - artists, educators and social workers meet people-users (students) on an equal footing to work together.

Drama in Education (DiE) is a process in which it includes all the interactive drama practices that aid the educational process. As DiE is used, new strategies and objectives for using theatre as an educational tool emerge. It includes the interactive theatre practices that help student in their educational process (learning). Active practice is necessary in order to acquire the many component skills in these three categories, and that means that an experiential form of education such as role playing or sociodramatic simulations is needed. Drama offers a rich range of activities which can be applied in the service of developing spontaneity and a broader role repertoire. In this respect, more improvisational, creative drama approaches are far more appropriate.

One of the objectives of the education of students in "Medical Aesthetician" is building up qualities and development of skills related to their professional conduct: communication, empathy, humanity, multiculturalism, activity, emotional intelligence, etc. The development of these skills even during the learning process contributes to a sustainable confidence in communicating with clients/patients; team-work; relationships and challenges in the professional environment. This report aims to examine the role of drama arts as a pedagogical approach to building professional competencies and education in modern learning conditions. Using pedagogical methods such as a discussion; discourse or case studying, have proven to be insufficient to unleash the potential of communication and professional schooling of learners. Applying drama arts or its elements in the learning process leads to the development of both the educational process and its participants. Flexible and interactive, these methods find successful application in the form of drama in education. This approach engages emotional memory, develops personal qualities, and promotes their integration into their professional education. In this way, the whole professional personality of the learner is formed.

Keywords: drama arts, education, emotional memory, students, medical aesthetician

Introduction

Modern education ideas focus on forming learners' attitudes to analyzing their own behaviour, motivating and modelling effective behavioural strategies for multicultural communication that stimulate both the development of communicative skills and tolerance towards others. Drama arts include a series of hybrid methods, rooted both in the educational sciences and in the theatre. Drama arts rely heavily on emotional intelligence and provide a safe space where professionals (educators) - artists, educators and social workers meet people-users (students) on an equal footing to work together. According to Augusto Boal, who has made a significant contribution to the development (1950-1960) of the interactive theatrical model (Theatre of the Forum), there are enough theatres that recreate reality, and it has to change. In this context, he discovers that in performing scenes of their lives, the participants not only imagine, but also make changes. Flexible and interactive, these methods find successful application in the form of theatre in education. [1]

One of the objectives of the education of students in "Medical Aesthetician" is building up qualities and development of skills related to their professional conduct: communication, empathy, humanity, multiculturalism, activity, emotional intelligence, etc. The development of these skills even during the learning process contributes to a sustainable confidence in communicating with clients/patients; team-work; relationships and challenges in the professional environment. Using pedagogical methods such as a discussion; discourse or case studying, have proven to be insufficient to unleash the potential of communication and professional schooling of learners. Therefore, the introduction of drama in the education of students proved necessary innovation in their learning and their development as professionals.

Purposes

This report aims to examine the role of drama arts as a pedagogical approach to building professional competencies and education in modern learning conditions.

Material and methods

For the purposes of this report we have used a documentary method. It represents a comparative analysis between pedagogical methods as forms of development of professional competence. There is also a method of learning through drama art in a specific case, from personal professional experience.

Results and discussion

"Tell me and I will forget. Show me and I will remember. Involve me and I will understand."
Chinese Proverb

The areas of work for students of "Medical Aesthetician" require a well-developed ability to communicate, teamwork and solve complex professional situations and reflexes that deal with them. In one of the periodic surveys of consumer opinion at the level of students' training and their professional habits and competences, the results showed that communication and communication confidence were lower than their practical skills and knowledge. After an analysis of the pedagogical methods used as a discussion; discourse or case solving, it was found that they are insufficient to unleash the potential of communicative and professional communication of learners. For this reason, the introduction of the drama arts in the education of the students proved to be the necessary innovation in the process of learning and building them as professionals.

Drama in Education (DiE) is a process in which it includes all the interactive drama practices that aid the educational process. As DiE is used, new strategies and objectives for using drama as an educational tool emerge. It includes the interactive drama practices that helps student in their educational process (learning). Participants can role-play situations, act out imaginary scenarios, or demonstrate fictitious images for the purposes of insight and growth. The development of habits of self-care, translated into psychological terms, means learning not just information, but more importantly, skills of interpersonal problem solving, communications and self-awareness. Active practice is necessary in order to acquire the many component skills in these three categories, and that means that an experiential form of education such as role playing or sociodramatic simulations is needed. Drama offers a rich range of activities which can be applied in the service of developing spontaneity and a broader role repertoire. In this respect, more improvisational, creative drama approaches are far more appropriate. [2]

Drama in Education

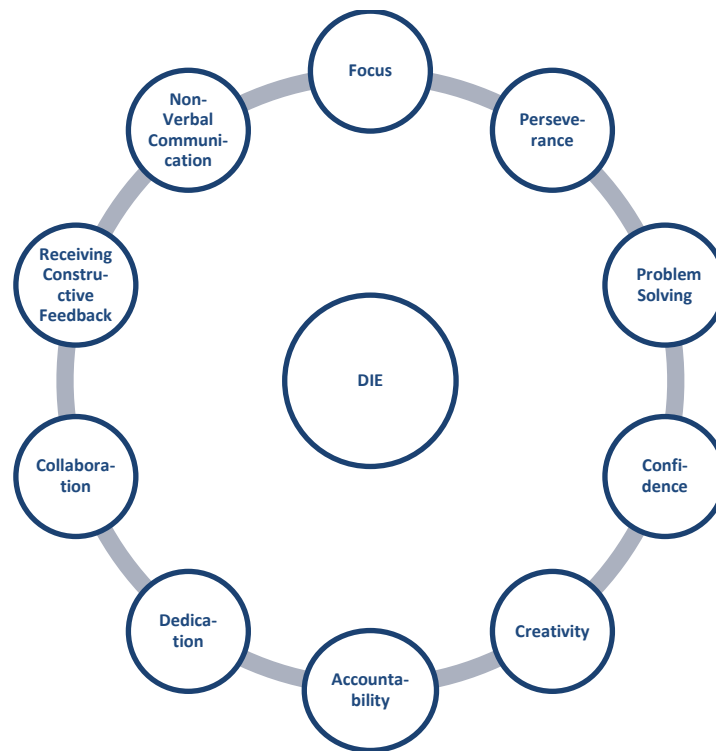
In order to achieve the pedagogical goals during the practical training course on "Client communication", we chose to use the "Role Playing" method in the form of a dramatic setting. At random, the students were divided into two groups - clients and medical aestheticians. Everyone in the "Client" group had to play the role of a client with a specific psycho-social profile, and each of the "Medical aesthetician" group had the task of building an approach for client reception and service. Both groups had to explore the clients' psycho-profile so that they could play them as an image and the others to meet them.

When students exercise the component skills of role playing, they are not only learning about the roles they are portraying, but more importantly, they are learning (again) how to play with roles, how to think a little like a playwright or director as well as actor, how to shift frames of reference in exploring problems imaginatively. Drama in education reflects a shift from an over-emphasis on informational content to a more balanced inclusion of attention to the processing of ideas.

The second part of the task was for each role pair to present its dramatic staging before an audience/their fellow students and teachers/. Thus, every student was able to be part of the theatre, but also the audience, where he/she could watch different types of customers and different approaches of communication with them.

This method of education is an important means of stimulating creativity in problem solving. It challenges the students' perceptions of their world and about themselves. Dramatic exploration provided students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express. A student can, if only for a few moments, become another person, explore a new role, try out and experiment with various personal choices and solutions to real problems.

This happened in a peaceful and composed atmosphere, where actions and consequences are examined, discussed, and in a real sense experienced without the dangers and pitfalls that such experimentation would obviously lead to in the "real" world.



Scheme 1. Quality development through Arts, adapted by “The Top 10 Skills Children Learn From the Arts”, Lisa Phillips, 2012

At the centre of all Drama is *communication*. Drama allows students to communicate with and understand others in new ways. Drama also provides training in the very *practical aspects* of communication so necessary in today's increasingly information-centred world. Students who have participated in Dramatic activities are less likely to have difficulty *speaking in public*, will be more *persuasive* in their communications, both written and oral, will be better able to put themselves *into others' shoes* and relate to them, and will have a more *positive, confident self image*. Participation in Dramatic activity requires *self control* and *discipline* that will serve the student well in all aspects of life. Drama is an important tool for preparing students to live and work in a world that is increasingly rather *team-oriented* than hierarchical.[3] Drama also helps students develop *tolerance* and *empathy*. In order to play a role competently, an actor must be able to fully inhabit the other person's soul. An actor should be able to really understand how the world looks through another person's eyes. This does not mean that he/she must agree with every character. In today's increasingly polarized and intolerant culture, the ability to understand others' motives and choices is critical. Drama can help build responsible global citizens. (see Scheme 1)

By doing so, students are able to learn through other perspectives and act as one would in the imagined situation. Drama, although not new to humans has had an integral impact on history and those who lived through it. Drama and theatre arts have been around since ancient times. This form of art and its artists were highly respected. “Plato, in The Republic, advocated play as a way of learning. Aristotle urged education in the arts, distinguishing between activities that represented a means and those that were ends”. Drama is powerful because its unique balance of thought and feeling makes learning exciting, challenging relevant to real-life concerns, and enjoyable. [4]

Conclusion

Drama arts can be used to promote active learning in any subject, to give students a kinesthetic and empathetic understanding as well as an intellectual understanding of a topic. Studies have shown again and again that this approach yields a greater depth of understanding and a marked improvement in retention. In this way Drama accomplishes several goals at once-enriching students' school experience through Art as well as reinforcing traditional academics. Using pedagogical methods as a discussion; discourse or case studying, prove to be insufficient to unleash the potential of communication and professional schooling of learners. Applying drama art or its elements in the learning process leads to the development of both the educational process and its participants. This approach engages emotional memory, develops personal qualities, and promotes their integration into their

professional education. In this way, the whole professional personality of the learner is formed. Through drama, students became a part of the learning process rather than mere observers or inactive receptacles of the rich experience of learning; in this way, their learning becomes deeper, more sustained, and infinitely more complex.

LITERATURE

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