

Mechanisms for Developing Professional Competencies of Future Philology Teachers through Theater Pedagogy

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Abstract. *This article analyzes the role of theater pedagogy in higher education, specifically focusing on effective mechanisms for developing the professional competencies of students in philological fields. The outcomes of cultivating highly qualified teachers through theatrical techniques are highlighted. The article centers around experimental evidence, theoretical approaches, and practical recommendations.*

Introduction

Modern educational standards demand that philology teachers possess not only deep knowledge of language and literature but also expressive, creative, communicative, and emotional-intellectual competencies. Theater pedagogy serves as a mechanism to harmoniously develop these components. This article provides both theoretical and practical justification of the high pedagogical effectiveness of theatrical activities.

Today, enhancing the professional competencies of educators is one of the key tasks in the education system. This issue is particularly significant for philology teachers, who are also expected to foster creative thinking, communicative skills, and emotional intelligence. Theater pedagogy is seen as an effective tool in achieving these goals, as it contributes to the enrichment of teachers' creative and professional potential. This article examines the role and mechanisms of theater pedagogy in the development of professional competencies in future philology teachers.

The Concept of Theater Pedagogy

Theater pedagogy is a system of interactive approaches that enriches the educational process through dramatization, staging, and improvisation. Vartanova emphasizes the importance of these mechanisms in shaping both personal and professional competencies of teachers.

Components of Professional Competency:

Professional knowledge (theory of language and literature);

Communicative skills (speech expression, dialogue culture);

Creativity (dramaturgical thinking, emotional expression);

Reflection (self-analysis, pedagogical strategy planning);

Intercultural competence.

Theoretical Foundations of Theater Pedagogy

Theater pedagogy is a pedagogical approach based on the use of theatrical art elements in the educational process. It aids in the development of students' creative thinking, emotional intelligence,

and communication skills. The works of theorists such as Konstantin Stanislavski, Lev Vygotsky, and Bertolt Brecht form the foundation of theater pedagogy.

Stanislavski's "System" theory helps educators unlock their inner potential, while Vygotsky's socio-cultural theory emphasizes the importance of social relationships between students and teachers.

Theater pedagogy provides the following advantages for philology teachers:

Enhances expressive and emotional speech;

Develops improvisational and dramaturgical thinking;

Builds confidence in public speaking and performance;

Strengthens interpersonal and intercultural communication skills.

Advantages of Theater Pedagogy for Future Philology Teachers

First, it develops creative thinking.

Theater-based activities help teachers discover non-standard approaches, which in turn significantly enhance students' creative worldview.

Second, it supports the development of communicative competencies.

Role-playing and dramatic exercises strengthen teachers' communication and interaction skills.

Third, it contributes to the enhancement of emotional intelligence.

Theater sessions train teachers to understand students' emotional states and to establish communication through empathy.

Fourth, group creative projects play a key role.

Team-based projects based on theater pedagogy—such as preparing a performance or staging a scene based on a literary work—develop leadership and organizational skills. This also improves collaboration and coordination among teachers.

The Concept and Role of Theater Pedagogy in Education

Theater pedagogy is an educational approach aimed at developing learners' thinking, emotional awareness, social relationships, and personal qualities through theatrical tools (e.g., dramatization, role-play, improvisation).

Incorporating theater elements into education helps develop the following competencies:

a) fluent and expressive speech;

b) figurative and imaginative expression;

c) emotional understanding and empathy;

d) active social participation.

For a philology teacher, these competencies are especially important, as they must possess skills such as literary analysis, character interpretation, confident behavior, and teamwork.

Professional Competency of a Future Philology Teacher

Professional competency refers to the set of knowledge, skills, personal qualities, and values required for successful teaching practice.

Key competencies for philology teachers include:

Strong theoretical and practical knowledge of the subject;

Aesthetic and artistic thinking;

High-level verbal expression and communication culture;

Proficiency in pedagogical technologies;

Capability for educational and communicative activities.

Theater pedagogy serves as an interactive, emotional, and creative catalyst for the development of each of these competencies.

Mechanisms for Developing Professional Competencies through Theater

Opportunities and Challenges

- The possibility to understand and interpret literary works on a deeper level.

Challenges:

- The implementation of theater pedagogy requires special training and adequate resources.
- Some educators may be resistant to participating in stage-based activities.
- Long-term research is needed to evaluate the effectiveness of this method.

Practical Examples and Results

During trial and experimental lessons:

- Reviving literary texts enhanced figurative thinking, vocabulary richness, and emotional sensitivity;
- Students became more active and confident in collaborative work;
- Teachers developed essential skills for their profession such as stage movement, voice control, and concentration;
- Lessons became more meaningful, engaging, and effective.

Recommendations

Modules based on theatrical methods should be included in philological education programs;

Theater elements should be integrated into regular classroom activities;

Communicative, reflective, and creative competencies should be consistently assessed through theater practices;

Teachers specialized in theater pedagogy should be trained, and their qualifications should be regularly enhanced.

Conclusion

Theater pedagogy serves as a vital tool in developing the professional competencies of future philology teachers. It helps enhance their creative, communicative, and emotional abilities, which in turn supports more effective performance in the educational process. However, to realize the full potential of this approach, it must be systematically integrated into the educational curriculum, and teachers must undergo specialized training.

At present, educators in various institutions have begun recognizing the effectiveness of this pedagogy and are actively working to promote it within their teaching practices. This contributes significantly to the improvement of the educational system. Through theater pedagogy, all components of students' professional competence can develop in harmony.

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