

# Developing the personality of a teacher by means of dramatization: sustainability of pedagogical practice

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**Abstract.** This article raises the question of developing the future teacher in contemporary conditions. The main focus is on the development of the personality of the specialist. The study revealed the dominant competence in the overall structure of professional education. The author includes in the educational process elements of dramatization, with the help of which he discovers some difficulties that arise in the process of teaching future teachers and suggests ways to overcome these difficulties with the help of means of pedagogical dramatization. Pedagogical dramatization is considered in the article as an additional means of shaping the personal qualities of future teachers.

**Keywords:** personality, teacher, pedagogical dramatization, competence, personal qualities

## 1. Introduction

The author of the article agrees with the statement that “not everyone can become a teacher.” For all the mastership of the teaching profession, a rather rigid structure of personal qualities and abilities is needed to master it. In the teaching profession, the leading task is to understand social goals and direct the efforts of other people towards their achievement.

Thus, a teacher is in the following two completely opposite fields of activity. On the one hand, there is institutionalized practice in the form of a public inquiry. On the other hand, there is a person with his own inquiries that cannot be simply satisfied. Consequently, a teacher must create conditions for a person to direct his efforts to achieve social goals. A teacher includes the mechanism that leads to the interiorization of any installations, values, knowledge.

Within the scope of my research, I will look at the example of this dichotomy: a teacher offers a student a certain subject content, which is written in textbooks. The content is aimed at the student, but it will remain a stranger if conditions for interiorization are simply not created. Using only tasks and exercises from the textbook, such conditions cannot be created. Appeal to the personality of the teacher becomes relevant also because the flow of diverse information in various areas of life has increased immeasurably today. A significant part of it comes into sharp contradiction with the established stereotypes and clichés in the mind and thinking. This puts a teacher in a very difficult position. In order for a teacher to deeply understand the spiritual world of the younger generation, s/he must overcome in himself the contradictions between the existing canonized views of culture and the real socio-cultural situation. In this case, the best way to establish educational interaction and strengthen the authority of the teacher is his tolerance, the lack of categorical assessments and pressure on the psyche.

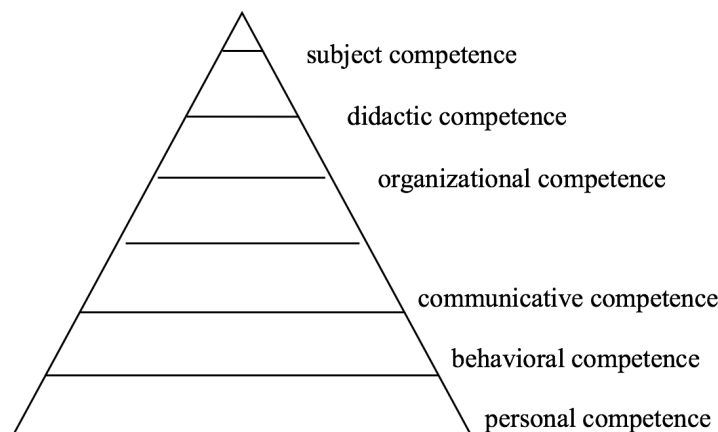
And in this situation, interiorization plays an important role in the activities of not only a student, but in the internal change of some attitudes of the teacher her/himself primarily. The growth and development of the student will occur precisely through the identity of the teacher. The teacher's profession requires its owner to have a constant need for personal growth through self-education. According to B. E. Fishman, the combination of a culture of independent activity and the need for personal and professional growth lies at the heart of self-education, since it is precisely the personal desire for self-improvement that is the driving force that allows one to reach professional heights [1]. By virtue of its activities, a teacher "shows a serious interest in the development of his professional level and has a constant motivation readiness for learning, inherent to him due to the specifics of the pedagogical activity" [2], which once again demonstrates the specifics of the pedagogical profession. More than that, the issues of sustainability are very important with relation to this topic.

In order to detect the difficulties encountered in the process of becoming a future teacher, the author conducted a small study. The course on pedagogical dramatization was included in the educational process, during which the main key points in the use of means of dramatization in education were identified as motivating factors for the development of the personal and professional competencies of future teachers.

## 2. Materials and Methods

The paper mainly relied on the survey of undergraduate students, as well as conducting classes using the means of dramatization with subsequent analysis.

About 50 students of the Altai State University were interviewed. The teacher competency pyramid of Hans Rudolf Ranker formed the basis of the questionnaire [3, p. 57]. He portrays the most important competences of the teacher in the form of a pyramid, where personal competence is at the base, and the subject competence is at the top of the pyramid.



**Figure 1.** A pyramid of the most important teachers' competences.

Students were asked to write three qualities each, which are indicators of a good teacher, in their opinion. Further, all qualities were divided into groups.

## 3. Results

As a result of our survey and subsequent analysis, the following indicators were identified:

- 5% – didactic competence;
- 8% – organizational competence;
- 12% – communicative competence;
- 15% – subject competence;
- 20% – behavioral competence;
- 40% – personal competence;

The survey showed that the main emphasis was placed more on the development of the teacher's personal qualities, such as communication, building a dialogue. In our pyramid, knowledge of the subject is in third place in importance, which emphasizes the students' focus on the knowledge side of the educational process.

Thus, the development of the personality of the teacher is in the first place in the process of becoming a professional. The second part of the study was to test pedagogical dramatization as a means of developing the teacher's personal qualities.

As a result of the analysis, the following points were highlighted, which caused students certain difficulties:

- The constraint of the mimic apparatus in public speaking;
- Difficulties in oral spontaneous speech;
- An inability to respond to provocative actions;
- No desire to go beyond the template proposed in the textbook.

Turning to the results of the student survey and class analysis, we can see certain intersections. Students identify the personal aspect as the main one in the professional image of the teacher, but at the same time they experience certain difficulties in the formation of certain personal qualities.

#### **4. Discussion**

The author proposes to solve this contradictory situation with the help of dramatization, which would also increase the sustainability of pedagogical practice. Pedagogical dramatization as a certain philosophy of building its pedagogical activity is the most important component in the general concept of education of the future teacher. Pedagogical dramatization aims to develop the following qualities:

- An ability to open the text from different positions (polyvariant understanding);
- An ability to work in a team (organizational skills);
- Development of imagination;
- Development of non-verbal behavior, speech behavior;
- An empathy development [4, p. 121].

Drama can be organized through the form of presentation of the material, through the way the material lives. Adaptation of the content refers to the form of the material feed [4, p. 86], a variety of techniques from the theater of pedagogy, socio-game pedagogy, drama pedagogy, followed by adaptation to the substantive content relate to the way the material lives.

We will focus on the form of presentation of material in the framework of dramatization. In the process of learning, a teacher is faced with a set of educational texts that make up the content of the educational process. Very often, texts are difficult for perception and, moreover, do not develop the ability to reason, think differently. If one changes the construction of the text, then presumably, the shift of emphasis from values to meaning can occur. The content itself should contain any problem, riddle, intrigue, incompleteness, relevance, question, etc. The same information can be arranged in the text in such a way as to create conditions for the desire to comprehend it. Thus, combining information-content (rational side of content) and the form of its presentation, which is addressed to the emotional state, mood, (emotional side of perception), the teacher through the form draws attention to the content, i.e. through emotions stimulated thinking activity.

Texts can be classified into the following groups, according to the author's concept:

- *Text-question*. The text posed questions that give rise to reflections. The author does not give answers, as if emphasizing their possible variation, but at the same time, an attentive reader will notice the position of the author. The content itself is a question: "What should be done to educate and develop the personality?" Searching for an answer can help the student to better understand this problem. Such texts, which offer the student unresolved problems, rhetorical questions, unfinished situations are aimed at increasing independence in the search for solutions.

- *Text-reflection.* In this text, the author expresses his thoughts about any problem. The reader observes from the side. There are no statements, the content should be regarded only as certain reflections on the topic, with which one can agree, or cannot. Such texts activate the following value judgments: “Can I accept this point of view or not?”.
- *Text-intrigue.* This type of text is content that stands out from the general concept of the unusual nature of its subject matter. The reader creates the following intrigue: “Why is this text included here, what is its connection with the general content of the subject?” The reader, finding out communications, finds in the text new possible themes which are hidden behind words. Such texts create conditions for the awakening of interest in the content and attempts to understand the text in a different way.
- *Text-opinion.* The author gives his opinion, offers his advice. The reader may regard this text as a rule that must be remembered and followed. But here, the next verification mechanism should work: “Is it really to say that so confidently?” The opinion should be categorical in order to intensify doubts, the verification of which would lead to a deeper study of the problem.
- *Text-idea.* The text puts forward an idea to solve a problem. First, the reader sees the ideal situation, as it should be. He compares his moods and goals and realizes his own position.
- *Text-role.* The plot of the text is a situation of life. The hero personifies a typical representative, for example, an authoritarian-style teacher, a democrat teacher, and other roles. A student, while reading, gets into reality and can play a role himself, to see all the pros and cons of this behavior and evaluate them in relation to himself, to take a position in relation to this role. It helps the student to discover all the variety of roles in the learning process and in life.
- *Text-dialogue.* The content is presented in the form of a dialogue. The student reader acts as an observer and can appreciate all the positive and negative points in building communication. Texts-dialogues are very useful in terms of familiarizing with communication strategies and further building their communication style.
- *Text-thoughts.* Thought, “being a product of consciousness, opens up opportunities for analysis, conclusions, creating mental images, associating them with symbols. Based on this statement, we can say that thought gives rise to image and association” [5]. These texts are very valuable material in terms of enriching the educational process with cultural content, because they acquaint a student with famous names and pay attention to the very activity of the author’s thought. It becomes interesting to the student what this person was doing and why he said so. With the help of such content, the student joins the culture, the knowledge and experience of mankind, the possibilities of his imagination, the search for an “image,” understanding are expanded; life experience, first thoughts become more active; distribution of copyright meaning occurs.

Constructing educational texts in this way, we can stimulate students, future teachers to reflect and conduct a dialogue, reasoning. In the process of interpreting such texts, conditions are created in which a reader, engaging in a dialogue with the author, would offer his own version of reading, understanding. With regard to the development of communication skills and emotional behavior, here the dramatization has a wide range of possibilities. There are many techniques and techniques that are aimed at developing mimic, bodily apparatuses, an ability to see and feel your interlocutor and yourself, to unleash your potential and study your strengths and weaknesses, to control your facial expressions.

## **5. Conclusion**

As a conclusion, we can say that with the help of the means of pedagogical dramatization, which in this study included specially selected and adapted methods of working with content, we can find difficulties that can be overcome and thus develop the necessary qualities. These qualities include the following:

- Deeper getting used to the content;
- An ability to express themselves, their position, attitude;
- Development of the ability to analyze;
- Changing some views and attitudes;

- Expressing emotions in the text and through the text;
- An interchange one's thoughts and ability to hear the Other;
- Defending their point of view;
- An ability to develop one's imagination;
- An openness in relationships;
- An understanding with the teacher;
- The discovery of new "talents" in themselves and their comrades.

All of these qualities signal the personal development of the teacher. Thus, in this work, the difficulties were highlighted, which were identified by means of dramatization in the course of the work and the ways to overcome them were proposed. The development of the teacher's personality in the course of his training is the most important part of his development as a professional. The author proposed dramatization as one of the possible means of forming the necessary competences of the future teacher.

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