

PSIXODRAMA TUSHUNCHASI HAQIDA UMUMIY MA'LUMOTLAR

Turemuratova Aziza Begibaevna

Qoraqalpoq davlat universiteti "Pedagogika va psixologiya" kafedrası assistenti.

azizaturemuratova85@gmail.com

Nurmetova Manzura Alisherovna

Qoraqalpoq davlat universiteti talabasi.

Shomurodova Zeboxon Dilmurod qizi

Qoraqalpoq davlat universiteti talabasi.

Kadirov Xaydar Raxmanbergenovich

Qoraqalpoq davlat universiteti talabasi.

<https://doi.org/10.5281/zenodo.15252650>

Annotatsiya. Ushbu tadqiqot pedagogik va psixologik metodlarga asoslangan o'qitish texnologiya har qanday sohada ta'limda, san'atda qo'llaniladigan texnikalar to'plami sifatida belgilanadi. Psixodrama nafaqat innovatsion, balki ta'lim texnologiyasidir. Pedagogik metodlarda o'qitish texnologiyasi - bu ta'lim shakllarini optimallashtirishga qaratilgan texnik va kadrlar hamda ularning o'zaro munosabatlarini hisobga olgan holda bilimlarni egallashning butun jarayonini yaratish, qo'llash va belgilashning tizimli usuldir.

Kalit so'zlar: Psixodrama, pedagogik tadqiqotlar, psixologik tadqiqotlar, ta'lim, tarbiya, psixologik muammolar.

GENERAL INFORMATION ABOUT THE CONCEPT OF PSYCHODRAMA

Abstract. This study defines teaching technology as a set of techniques used in education, art in any field based on pedagogical and psychological methods. Psychodrama is not only innovative, but also educational technology. Teaching technology in pedagogical methods is a systematic method of creating, applying and defining the entire process of acquiring knowledge, taking into account technical and personnel factors and their interrelationships, aimed at optimizing forms of education.

Keywords: Psychodrama, pedagogical research, psychological research, education, upbringing, psychological problems.

ОБЩАЯ ИНФОРМАЦИЯ О КОНЦЕПЦИИ ПСИХОДРАМЫ

Аннотация. В настоящем исследовании педагогическая технология определяется как совокупность приемов, используемых в образовании и искусстве любой сферы, основанных на педагогических и психологических методах.

Психодрама — это не только инновационная, но и образовательная технология. В педагогической методике технология обучения — это системный метод создания, применения и определения всего процесса получения знаний с учетом технических и человеческих ресурсов и их взаимодействия, направленный на оптимизацию форм обучения.

Ключевые слова: *Психодрама, педагогические исследования, психологические исследования, образование, воспитание, психологические проблемы.*

Introduction

Nowadays, all types of activities that are part of the functional elements of the formation of a culture of interethnic interaction among students are involved. In this movement, first of all, game and educational-search activities are manifested. At the same time, not only real events and life crises are dramatized and studied, but also various aspects of a person's life experience and relationships are considered. Psychodrama also appears as a group method, so one person (student), studying the actions of his world, allows other members of the group to look into his deep world, where they see their own feelings and their reflection. Psychodrama does not mean just retelling past events. A great therapeutic effect is provided by playing and living out events in the conditional space of drama. M.V. Klarin defines pedagogical technologies as a systematic set and order of work of all personal, instrumental and methodological means used to achieve pedagogical goals. In scientific literature, psychodrama is assigned general functions inherent in innovative technologies. When students systematically form a culture of interethnic relations:

- develop the dialectics of communication and interaction in a communicative way;
- self-awareness as a training ground for the formation of a future specialist in educational practice - overcoming various difficulties arising from other types of life;
- make positive changes in the structure of personal indicators (corrective function);
- mastering socio-cultural values common to all people (interethnic dialogue);
- enter the system of social relations, mastering the norms of human society (socialization).

Psychodrama is primarily known as a specific psychotherapeutic method created by psychotherapist Jacob Moreno Levi. However, the psychodramatic approach should be understood beyond the scope of psychotherapy. It is also a broad set of ideas and methods that can be effective in various forms of individual and group work and is currently widely used in

psychotherapy and other areas of role-based training, education and upbringing, management, as well as other research. However, the theoretical and methodological sources of psychodramatic tools are often overlooked. At the same time, an important advantage of psychodrama as a unique holistic method is the philosophical and existential depth of understanding of the human essence and its interaction with the world, despite the detailed technological development. A.B. Dobrovich metaphorically describes psychodrama as follows: "When a person enters a special room, he is amazed by the changes in its walls - they are painted in different colors, impressive landscapes or reproductions of paintings are installed, or they are decorated with shining stars, giving the room a sense of the spirit of the universe, and pleasant music plays. The "hosts" of the room - a psychologist, director, designer, actors, musicians and other specialists - help people get to know each other and understand themselves better. Entering here, you suddenly look at the screen on the wall and see that your face is big. Sometimes, on the contrary, you become a small person against the background of the huge others. Here you can find yourself in any landscape or in the plot of any exciting picture. All such metamorphoses are carried out by an intelligent and kind psychologist, whose task is to help you meet the "subjective element" of people and your own "I". But the psychologist requires activity from you, for example, you and the actors will play these plots on stage, they will offer you something close to the low points of your life. You can change clothes, as in a masquerade, and play any role, you will be engaged in modeling, collage, verbal improvisation. The sound of the music depends on how flexible your movements in pantomime or dance are. But all these entertainments are not necessary in themselves. Their goal is to restore the freshness of others' feelings and self-perception, to immerse you in the very diverse inner worlds of people and to converse in their spiritual environment. You will have the opportunity to "talk." You will study other people's speeches with attention and respect. It will not be like returning from a lecture or a performance where you listened and empathized. You will return to a space of deep and spiritual interpersonal interpenetration, where you are not an observer, but an actor. You will discover new, advanced forms of communication. " Of foreign scientists, Moreno was interested in the ways of psychological survival of man. Constantly turning to the history of culture, theology, philosophy, he develops the idea of the human spirit, creativity as the essence of human inner experiences, in a broad sense, as an important way to realize this essence. Moreno's concept, including his theory of roles, covers all levels of human life. Drama pedagogy originates from psychodrama as a means of creating a culture of interethnic interaction, which, in our opinion, is a complex innovative technology for the

formation of a culture of interethnic relations among students. This complex technology includes all the methods of various disciplines: philosophy, sociology, pedagogy, psychology, medicine, art. Putting his views into practice in the educational process of a holistic drama, rural school teacher Harith Johnson Moreno believes that any scientific subject, whether it is history, geography, arithmetic or other subjects, should be “sharply adapted” to the goal. H. Johnson justifies his point of view by the reasons for the natural dramatic instinct of children, and many teachers of drama pedagogy also emphasize this idea. For them, the process of dramatization itself is more important than the result. The formation of a culture of interethnic interaction among students should become a continuous educational process within higher education, in which the process and the result should be on an equal footing. This does not mean striving for results, but should be aimed at stimulating the continuation of the process of formation of a culture of interethnic interaction among students, in which the result is not artificially, but naturally ripening. Drama pedagogy and psychodrama are the manifestation of internal positive psychological experiences in a dominant way over the external plot through mature dramas. The same is the main feature of psychodrama on stage in the spirit of theater, where dramas are performed on the stage of the human soul. As M. Bakhtin emphasized, drama is a vivid formula of polyphony “not to confuse voices that do not have an equal level of consciousness with their own worlds”, in which there is no truth of one voice, but there is a truth of interaction, a truth of meeting. At the same time, there are significant differences between psychodrama and theater in the usual sense. Psychodrama is a return not only to time, but also to the human self. In it, a person feels the feeling of living on his own in the conditional space of the stage, perceiving the world of real feelings, thoughts, ideas. At the same time, in psychodrama, the concept of "dramatic" is understood not as theatricality, but as a symbol of flexibility, the idea that a person can view and re-view events in their life as dramatic situations. Psychodrama synthesizes dramatic means and the achievements of modern psychology. The purpose of psychodrama is to search for effective methods of solving psychological problems of various levels. Psychological problems are understood not only as a narrow range of problems, but also a wider range of problems, including pedagogical ones, which are solved using drama-pedagogical means of forming a culture of interethnic interaction among students. Psychodrama is also a method of therapy in which the student, with the help of a teacher and a group, reflects important events from his life in dramatic action, plays out scenes related to his problem. Moreover, instead of talking about them, these scenes are performed as if they happened at that very moment, which

gives them intensity and energy, allowing you to change your life here. Action creates an opportunity to clarify and clarify the problem, to understand, not to repeat old attitudes and cognitive habits, to implement appropriate changes in behavior. New roles, alternative, affective and behavioral styles are studied, constructive models of problem solving are sought and tested.

The psychodramatic method combines the tools of cognitive analysis with dramatic actions and active participation in the group process. Moreno believed that life itself passes from actions to interaction, therefore, the direction of dominance is a characteristic feature of the method he created. Above, we considered that the formation of a culture of interethnic relations among students has its own characteristics. Among them, the pedagogical process has the power of action and interaction at the same time. Action, built on the basis of psychodrama, is an important source of knowledge of oneself and others, which increases the possibility of using it as a signal for actions. In the process of the game, the influence of the usual verbal defensive reactions is reduced, so psychodrama is very effective for people who have difficulty in moving from thinking to active actions. On the other hand, psychodrama can significantly help students who have difficulty verbally examining their feelings and their life experiences in general. In a psychodramatic session, a person is simultaneously the main character of the drama and its creator, the discoverer of himself and his life.

Conclusion

Psychodrama appears in the form of an extravaganza of various roles, some of which are synthesized, others are defined, it consists of new and old, forced and flexible, potentially consciously selected roles, on the basis of their commonality, various features of human life are reflected. Psychodrama can be spiritually and aesthetically educational, reflecting the real and imaginary self, depicting the future, present and past, serious and comedic, promoting feelings and thinking.

REFERENCES

1. Turemuratova, Aziza, Rita Kurbanova, and Barno Saidboyeva. "EDUCATIONAL TRADITIONS IN SHAPING THE WORLDVIEW OF YOUNG PEOPLE IN FOLK PEDAGOGY." *Modern Science and Research* 2.10 (2023): 318-322.
2. Turemuratova, Aziza, et al. "ANALYSIS OF PEDAGOGICAL AND PSYCHOLOGICAL MECHANISMS OF DEVELOPING COLLABORATIVE SKILLS OF STUDENTS

- BASED ON A MULTI-VECTOR APPROACH." Современные подходы и новые исследования в современной науке 3.14 (2024): 46-49.
3. Turemuratova, Aziza, and Mahliyo Ruzimova. "PEDAGOGICAL ANALYSIS OF THE FORMATION OF COLLABORATIVE SKILLS OF STUDENTS BASED ON MULTI-VECTOR PEDAGOGICAL APPROACHES IN EDUCATION." Наука и инновации в системе образования 3.13 (2024): 88-92.
 4. Turemuratova, Aziza, and Khurshida Atabaeva. "THE MAIN PEDAGOGICAL ASPECTS OF THE FORMATION OF COLLABORATIVE SKILLS OF STUDENTS BASED ON MULTI-VECTOR PEDAGOGICAL APPROACHES IN HIGHER EDUCATION." Академические исследования в современной науке 3.45 (2024): 30-33.
 5. Turemuratova, Aziza, and Sirgagul Orinbaeva. "MULTI-VECTOR RESEARCH ON IMPROVING STUDENTS'COLLABORATIVE SKILLS IN HIGHER EDUCATION BASED ON PEDAGOGICAL AND PSYCHOLOGICAL APPROACHES." Современные подходы и новые исследования в современной науке 3.15 (2024): 140-143.
 6. Begibaevna, Turemuratova Aziza. "EFFECTIVE EDUCATIONAL INDICATORS OF MULTI-VECTOR APPROACHES IN FORMING COLLABORATIVE SKILLS OF STUDENTS BASED ON PEDAGOGICAL METHODS OF INNOVATIVE EDUCATION." International Journal of Pedagogics 4.11 (2024): 153-157.
 7. Begibaevna, Turemuratova Aziza. "THE ROLE OF PEDAGOGICAL METHODS BASED ON MULTI-VECTOR APPROACHES IN MODERN EDUCATION IN IMPROVING STUDENTS'COLLABORATIVE SKILLS." CURRENT RESEARCH JOURNAL OF PEDAGOGICS 5.11 (2024): 98-102.
 8. Begibaevna, Turemuratova Aziza, and Ayimbaeva Aynura Rustamovna. "PEDAGOGICAL ANALYSIS AND ESSENCE OF MULTI-VECTOR APPROACHES IN IMPROVING STUDENTS'COLLABORATIVE SKILLS BASED ON THE EDUCATIONAL PROGRAM." CURRENT RESEARCH JOURNAL OF PEDAGOGICS 5.11 (2024): 88-92.
 9. Begibaevna, Turemuratova Aziza, and Asamatdinova Bazargul Bakhadirovna. "PEDAGOGICAL FOUNDATIONS OF DEVELOPING STUDENTS'COLLABORATIVE SKILLS BASED ON A MULTI-VECTOR APPROACH." European International Journal of Pedagogics 4.11 (2024): 183-187.

10. Begibaevna, Turemuratova Aziza. "APPLYING METHODS THAT IMPROVE STUDENTS'COLLABORATIVE SKILLS BASED ON MULTI-VECTOR PEDAGOGICAL APPROACHES." European International Journal of Pedagogics 4.11 (2024): 178-182.
11. Begibaevna, Turemuratova Aziza, Kushbaeva Indira Tursinbaevna, and Dawletmuratova Raxila Genjemuratovna. "THE MAIN ESSENCE OF DEVELOPING STUDENTS'COLLABORATIVE SKILLS BASED ON MULTI-VECTOR PEDAGOGICAL APPROACHES IN MODERN EDUCATION." CURRENT RESEARCH JOURNAL OF PEDAGOGICS 5.09 (2024): 43-46.
12. Begibaevna, Turemuratova Aziza, Kujamuratova Gulnaz Jumabayevna, and Iskendarova Shayra Sabirovna. "PEDAGOGICAL MECHANISMS OF DEVELOPING COLLABORATIVE SKILLS OF STUDENTS BASED ON A MULTI-VECTOR APPROACH." International Journal of Pedagogics 4.09 (2024): 55-62.
13. Jarilkapovich, Matjanov Aman. "USE OF PEDAGOGICAL METHODS BASED ON THE MODERN EDUCATIONAL PROGRAM TO INCREASE THE EFFECTIVENESS OF EDUCATION." European International Journal of Pedagogics 4.06 (2024): 26-33.
14. Jarilkapovich, Matjanov Aman. "Program Technology for Choosing an Effective Educational Methodology Based on Modern Pedagogical Research in The Educational System." CURRENT RESEARCH JOURNAL OF PEDAGOGICS 6.02 (2025): 30-33.
15. Kurbanova, R. J., and B. E. Saidboeva. "MAKTAB VA OILADA ESTETIK TARBIYANI SHAKLLANTIRISH JARAYONIDA O'QUVCHILARNING AKSIOLOGIK DUNYOQARASHINI RIVOJLANTIRISH." Inter education & global study 9 (2024): 114-121.