Project contract No. 70-123-266/2024

Pedagogical technology for training in communication skills for social workers

EDUCATIONAL DRAMA IN THE TRAINING FOR SOCIAL WORKERS

СЪБИТИЙНА ОБРАЗОВАТЕЛНА ДРАМА

Как събитийната образователна драма като групов обучителен формат влияе върху формирането на нагласите, познанието и афективното отношение към ролите на социален работник и клиент

INTRODUCTION

The project is focused on optimizing the professional training and enhancing the confidence of the university students in dealing with particular communicative situations through the implementation of an innovative pedagogical technology based on reflection, drama and art techniques for the further development of communicative skills. A model of a pedagogical technology is being developed that is based on Process Drama through Events, in which the research subjects share their ideas on a particular topic with the facilitator and all other participants in a sequential manner. The format is typical of learning through theatre. Pedagogy and Non-Formal Education University students, formed into two groups, take on a role in and participate in a session of build upon events that models a communicative strategy, in which one shares without being pressured and seeks responses that are correct, appropriate, or non-controversial.

PROJECT GUIDELINES

1. To apply the technique of role play in the Process-Drama through events.
2. To collect data from the research subjects regarding their ideas on the topics discussed, before and after participation, in Process Drama through events.
3. To analyse the data and synthesise an idea for a model of communication strategy that, based on sharing, similar to what was done in the Process-Drama through events, can accelerate the agreement between the client and the social worker in their joint work on a specific problem.

METHODOLOGY

Discourse analysis of texts and participation in the Process-Drama of the subjects, involved in the research study.

Two groups of students from the Pedagogy and Informal Education Programmes participated in the research study. They do a pre-test in which they share their ideas and assumptions about the nature, and problems of communication between social work clients and social workers. The second stage is a group-organised session of Process-Drama which is filmed. The third stage is a post-test in which the research subjects answer questions of a reflective nature.

STUDY DESIGN

In the research through which we channel our efforts to synthesize a model of communication technology based on idea sharing we seek to answer the question: why should we work on the basis of participant role entry?

The answer can be found in the opportunities to achieve multiple goals during the performance of different roles, related to their understanding, analysis, and change by the learner-actors, to form their own points of view, to develop critical reflection, to communicate different events in the course of the stage action i.e. the participants who in most cases enter into a role and thus develop personal and communicative competence.
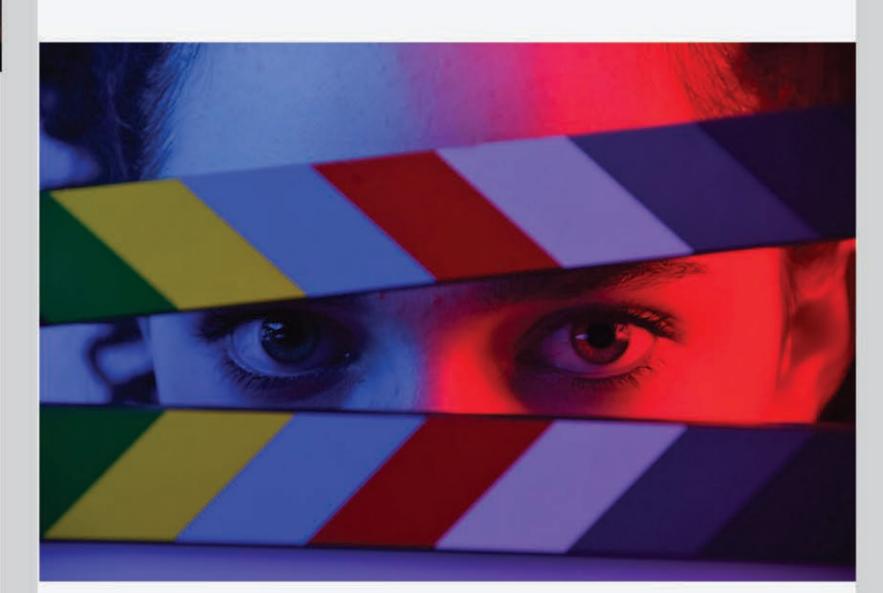
They seek to challenge themselves and, although risky, portray their own role in the imaginary learning context. For example, if you ask a participant to portray themselves in a moment of an unexpected situation, stepping into a role may represent themselves, but it may also portray a desired or observed behavior. The challenge will occur both during the performance of the role and during its analysis, as well as the subsequent group reflections. Other participants who have been in the role of observers can also be involved in developing reflections on thoughts, feelings and specific behaviours.

The Drama education is continuously posing the need for a unique communication in a group context of the scenes created by the participants themselves as their authors. Everyone in the group of learners wants to understand the reasoning, interpretations, analysis and evaluation , which is formed during the entry into the role of each in each episode of stage action. Communication skills become crucial to achieving these goals.

RESULTS

1. Several profiles of idea sharers in process-drama are identified: meeting the expectations of the situation, challenging themselves and seeking originality.

2. Those studied from all three identified profile categories analyze what is happening in the components of the defined culture to which they belong and this can be defined as the cultural similarity to which they aspire.

3. The examinees adopt some of the ideas of others by joining them in post-testing. This process takes place as natural, non-violent and enriching their ideas.

4. Learners also try to identify themselves as creators of a unique culture i.e. to create a culture within the culture that makes them capable of different action. This need is evident in highly individualized personal shares. This makes process-drama a rich outcome communicatively purposeful process.

5. Establishing different profiles in process-drama formats can assist trainers in finding effective techniques for improving the communicative component of social worker training and performance.

6. Stimulating students of different profiles towards holistic analysis can enrich their personal development in all learning aspects- cognitive, affective and self-identification.

7. Learners may not reach solutions to change their attitudes, but a process of acceptance of ideas and search for solutions is initiated generated by sharing in a group context, which exists as a similar learning process in real life situations.

Based on the developed model for pedagogical technology for the development of communicative skills, an educational film was created with the participation of students from the Faculty of Pedagogy.

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