

**HISTORICAL THINKING THROUGH THEATRICAL ELEMENTS: AN
INNOVATIVE APPROACH FOR FUTURE TEACHERS****Sh.B. Paygamov***Andijan State Pedagogical Institute**Teacher of the Department of History**E-mail: shohruxbek086@gmail.com**Tel.: ++998943879398*

Abstract: This article discusses the theoretical and practical aspects of developing the historical thinking of future teachers through the use of elements of theater pedagogy. The importance of theatrical lessons, dramatic play, role-playing and interactive staging as innovative methods in history is analyzed. The study reveals the influence of personal participation, emotional experience and creative expression on the acquisition of historical knowledge.

Keywords: theater pedagogy, historical thinking, future teacher, interactive method, dramatization, innovative approach.

Today's education system requires not only memorizing facts or mechanically repeating them, but also developing the ability to analyze them in depth, understand historical events in their social, political, and cultural context, and critically evaluate them¹. Modern pedagogy shows that historical knowledge is not limited to knowing dates and the sequence of events, but rather should be used to develop the skills of logical thinking, understanding the cause-and-effect relationships of historical events, comparing information from different sources, and connecting historical processes with today's life.

Historical thinking is the process of understanding the past not only through memory, but also through analysis, logical coherence, and the ability to imagine a comprehensive historical picture. This process requires students to think independently, evaluate different points of view, and draw objective conclusions.

From this perspective, theater pedagogy is one of the powerful tools that increase the effectiveness of education. It combines art and education, directly affecting the cognitive (knowledge), emotional (feelings) and social (communication, cooperation) development of the individual. Elements of theater in history allow us to “revive” complex historical events, recreate their social environment, and make students feel the inner world of historical figures. As a result, the student participates in the lesson process not as a passive listener, but as an active participant, which helps to consolidate knowledge in long-term memory.

In addition, teaching history through theater pedagogy includes elements of personal participation and creative expression. For example, in the process of staging a historical event, students not only learn the text, but also feel the content of the event, enter the image, experience the culture, traditions and psychological environment of that era. This not only develops their historical thinking, but also forms the skills of using interactive and lively methods in their lessons as future teachers².

The use of theatrical elements in the educational process is a creative method that activates the learning process of a student, turning him from a passive listener into an active

¹ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 dated April 6, 2020. State educational standards for general secondary and secondary specialized education.

² Abdullaeva, M. (2022). Innovative pedagogical technologies in the development of historical thinking. Tashkent: Science.

participant. This approach directs the expressive capabilities of art to a pedagogical goal and serves the comprehensive development of the student's personality. The process of teaching history through theatrical elements allows not only to provide information, but also to feel the spirit of that era, to understand the inner world of historical figures, and to analyze their decisions.

1. Role-playing and performance - students enter the image of historical figures of the period under study, expressing their style of speech, way of thinking and emotions. For example, by performing the image of Amir Temur, Zakhiriddin Babur or the authors of the Constitution, the student feels the political and social context of that period more deeply. This process allows for assimilation through personal experience.

2. Dramatic games - a means of recreating historical events through the stage and studying social relations in it. Such games help to perceive the event not as a fact, but as a process. For example, by dramatizing the topic "Jadids and colonial policy", the student understands the contradictions of that period, interpersonal communication and social pressure more deeply³.

3. Improvisation - students act creatively in accordance with the situation, regardless of the prepared text. This method is very important for historical thinking, because each event in history was formed not according to a predetermined scenario, but in unexpected situations. For example, students improvise by asking questions such as "If you were a historical figure, what decision would you make?"

4. Scenery and props are a means of recreating the material and cultural environment of a historical period. Using scenery, clothing, weapons, or household items, students embody the historical environment before their eyes. This, in turn, activates visual memory and strengthens historical knowledge.

5. Dialogue and monologue are used to express the speech styles, views, and emotions of historical figures. While dialogues reveal social relations in a historical period, monologues express personal experiences. For example, scenes such as "The Last Words of Ulugbek" or "The Inner Monologue of Cholpon" enhance students' emotional understanding.

These elements, when applied to the educational process, provide the following advantages:

- Students develop a multifaceted view of historical events.
- Knowledge is stored in long-term memory due to emotional impact.
- Collaboration and teamwork skills are developed.
- The opportunity to experience historical events as a personal experience is created.

Thus, theatrical elements in the educational process not only provide knowledge, but also provide deeper understanding through personal emotions, imagination, and creative thinking⁴. Their effectiveness is especially evident in the development of historical thinking.

The role of theater pedagogy in the development of historical thinking. Historical thinking is a person's ability not only to remember past events in chronological order, but also to analyze them in logical sequence, identify cause-and-effect relationships, understand the social, political and cultural context of events, and draw objective conclusions by comparing different sources⁵. This type of thinking helps students develop critical thinking, connect historical events with modern life, and form their own civic stance.

³ Stanislavski, K. (2010). *An Actor Prepares*. New York: Routledge.

⁴ Bolton, G. (2017). *Drama as Education: An Argument for Placing Drama at the Center of the Curriculum*. London: Longman

⁵

Historical thinking includes the following key skills:

1. Understanding cause and effect relationships — understanding the logical connection between events. For example, identifying the political, economic, and national factors that led to the outbreak of World War I.
2. Understanding time sequence — understanding the gradual development of historical processes. This is important, for example, when comparing the periods before and after the declaration of independence.
3. Analyzing sources — evaluating sources such as written documents, archival materials, photographs, or oral history and obtaining objective information from them.
4. Comparing different points of view — analyzing opposing interpretations of an event and drawing the most reasonable conclusion.

Theater methods serve as a powerful tool in developing these skills, as they train the student not only as a learner, but also as a “participant in the historical process.”

The impact of theater methods on historical thinking:

- Staged lessons require students to connect events. For example, in the topic of “The Kokand Khanate,” students show political conflicts and diplomatic relations on stage by playing the roles of various historical figures. In this process, they begin to see cause and effect as a logical chain.
- Entering the image of a historical figure forces students to analyze the internal logic of the decisions made by that person. For example, a student who plays the image of Muhammad al-Khwarizmi will have a deeper understanding of the motives of his scientific research and the influence of the conditions of the era.
- Emotional impact - knowledge gained through experiencing the event is consolidated in long-term memory. For example, a theatrical performance on the theme of “Years of Repression” enriches students not only with information, but also with a deep emotional impression, which serves not to forget historical processes.

In addition, theater pedagogy in the process of developing historical thinking:

- Strengthens critical thinking, because each scene requires the performer to assess the situation and justify his decision.
- Develops cooperation and dialogue, because creating a play is a process of collective creativity.
- Encourages a creative approach, because students have the opportunity to express a historical event based on their own interpretation.

Thus, the formation of historical thinking through theatrical methods has a deeper impact than traditional teaching methods. Because in this case, the student does not just hear the event, but also lives it, feels it, and turns it into a personal experience.

"Historical Debate" method - This method aims to defend two or more opposing historical positions based on stage elements and to reveal the strengths and weaknesses of the defended position.

Stages:

1. A historical controversial topic is selected (for example, “Amir Temur - a great statesman or a cruel ruler?”, “Jadids - reformers or political threats?”).
2. The group is divided into two or three teams.
3. Each team prepares evidence and sources, adds stage elements (costume, mime, speech style).
4. The elements of theater are used in the debate process: dramatic performances, the use of historical language and mime.



5. The audience (other students) determines the winning team by voting.

Pedagogical benefit: increases the ability to argue and prove, allows for in-depth assimilation of historical facts through debate.

The use of theatrical elements is a powerful tool that enriches traditional methods in teaching history, allowing future educators not only to learn facts, but also to bring them to life and convey them to students⁶. Innovative theater approaches, while developing historical thinking, also improve the educator's stage culture, fluency, and interactive teaching skills.

References:

1. Abdullaeva, M. (2022). Innovative pedagogical technologies in the development of historical thinking. Tashkent: Science.
2. Stanislavski, K. (2010). *An Actor Prepares*. New York: Routledge.
3. Bolton, G. (2017). *Drama as Education: An Argument for Placing Drama at the Center of the Curriculum*. London: Longman.
4. Heathcote, D., & Bolton, G. (1995). *Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education*. Portsmouth: Heinemann.
5. Resolution No. 187 of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2020. State educational standards of general secondary and secondary special education.
6. UNESCO. (2019). *Arts Education: Why It Matters*. Paris: UNESCO Publishing.

⁶ UNESCO. (2019). *Arts Education: Why It Matters*. Paris: UNESCO Publishing.