

THE ROLE OF THEATRE ARTS IN MODERN INCLUSIVE EDUCATION

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In modern times, theatrical art develops in close interaction with socio-political life, national culture, science and history. Characteristic of modern theater is the emotional and spiritual unity of spectators and actors, the transfer of events that take place on stage to the auditorium. Theater performances reveal the presence of common aspirations and interests of the director, performers and the audience. Today, theater destroys the boundaries between the auditorium and the stage, demonstrates the ability not only to play an important role in the moral-ethical, artistic-aesthetic and patriotic education of the individual, but also to perform psychotherapeutic functions demanded by society, in particular, in inclusive education. M. Usatiuk in the article «Features of the formation of an inclusive educational environment for the comprehensive development of a child» writes that «Ukrainian society has reached such a level of social development that it cannot afford to lose a single child» [2]. The author adds that «the recognition of the UN Convention on the Rights of the Child and the Universal Declaration on the Provision, Survival, Protection and Development of Children has increased the attention of parents, the state and the public to their problems from birth to adulthood and responsibility for development, education and upbringing [2].

Let us recall that art therapy or art therapy is a type of psychotherapy and psychological correction based on art and creativity. Historically, art therapy has consisted of independent influences that have been combined over time in psychological and psychotherapeutic practice. Art therapy methods were first used in the USA in working with children who were taken from concentration camps during World War II. Let us point out that art therapy, as a new psychotherapeutic school, was founded in the 1940s by American therapists Margaret Naumburg and Edith Kramer and is based on the assumption that the creative process is responsible for improving a person's health and quality of life.

Since its inception, theatrical art has been embedded with a kind of psychotherapeutic element, which is initiated by creativity, creativity, freedom of one's own self-expression. In our opinion, theater should be considered as a modeling of the world through the creation of an additional artistic reality, which has the features of effectiveness, completeness, syncretism, corporeality, energy. In the early period of the development of stage art, long before the emergence of psychology as a science, it was noticed that theatrical performance has the ability not only to captivate human souls, but also to powerfully change mental reality, to put the art of acting at the service of the mental health of the audience. Expressive means of theatrical art, its special atmosphere allow participants in the stage performance – performers and spectators – to be involved in a single process of creating another reality, in which events take place that are impossible in real life. K. Lukyanenko in the article «Inclusive theatrical performance: typological aspect» indicates that inclusive theatrical art is aimed not only at people and children with special needs, but also «contributes to the general development of a parity society, the reduction of discriminatory practices, the cultural and educational development of all members of the community, and artists should clearly distinguish between varieties of inclusive theater and formulate principles of work for each socio-cultural project» [1, p. 185]. In the process of contemplating a stage action,

children with special needs awaken subconscious impulses, peculiar reactions, and their imagination is activated. Children watch the performance, empathize with the characters, and identify with them. At the same time, the children's audience environment mobilizes internal resources for further real life. This is the essence of theater art as an art therapy method in modern inclusive education. Let us recall that most theatrical and dramatic means of art therapy can be conditionally called paratheatrical systems, that is, such elements of theatricalization that were specially developed at one time or another to cause certain psychological effects, psychotherapy in a modern inclusive environment. Related to art therapy is the so-called inclusive theater and interactive theater. Inclusive theater performances are created taking into account the perception of people and especially children with disabilities, with certain technical and artistic adaptations for maximum inclusion of all people. Inclusive performances can be created «taking into account the perception of blind people, people with Down syndrome, deaf people, people with the autism spectrum, etc. In such projects, it is first necessary to analyze the psychophysical characteristics of people in order to provide a high-quality artistic product» [1, p. 186]. In interactive theater of interaction, the main principle is the absence of the «fourth wall», which is created by the stage. In modern conditions, the problem of the activity of interactive theaters and the creation of appropriate performances is gaining considerable relevance for the education of children with special needs.

Let us point out that the methods of interactive interaction in Ukraine are implemented primarily in the environment of small theater institutions that are not connected with the activities of large and state theaters - laboratories, studios and creative projects. All of them were created (or reformed) in the wake of the desire for theater reform and the expansion of the map of modern theater forms for people and children with special needs. Interactive theaters present the works of young directors, playwrights, new theater forms, in which attention is focused on the therapeutic and cognitive functions of the theater.

In the repertoires of such theaters, we find examples of social theater in various genres and forms. Among the forms used in interactive theater, one should mention drama therapy, a rather complex phenomenon in theatrical culture, which in turn uses such a common technical technique as dramatization, that is, acting out a certain plot. At the same time, one of the reasons for the widespread use and effectiveness of drama therapy is the constant lack of demand in the modern world of the play potential of a person, a child, since the level on which drama therapy is based is different: from a specific life task to deep existential questions. Today, inclusion «is beginning to enter the everyday life of Ukrainians – the concept of certain inclusive classes and inclusive schools is being introduced, inclusive circles and sections are being formed» [1, p.183], and the introduction of theatrical art classes (as a super-powerful art therapy that can treat the human psyche) into the educational process is one of the conditions for preserving the psychological health of children with special needs. After all, in theatrical art classes, children with special needs can understand and feel the essence of reality, the environment through acting out various plots and scenarios. Theatrical art classes in inclusive education institutions will help children with special needs imitate or recreate the reality of relationships between people and will give them the opportunity to show their creative capabilities, resources such as fantasy, memory, attention, imagination.

In conclusion, we note that the problem we have stated requires a deeper, more detailed study and coverage. At the same time, we note that modern theatrical art, in particular Ukrainian, is a powerful and irreplaceable center of art therapy that heals children's souls, including during times of war, gives them the strength and energy to live on and enjoy life.

References

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