**DRAMSKI POSTUPCI I LJUDSKI MOZAK**

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**Sažetak**

Učitelji i dramski pedagozi koji svoj rad orijentiraju na upotrebu metoda i postupaka dramskog odgoja koji za cilj imaju učenje i osobni razvoj sudionika (koji nisu isključivo vezani za razvoj dramskih i kazališnih vještina) imaju na raspolaganju široku paletu metoda i postupaka razvijenih u posljednjih nekoliko desetljeća. Od posebnog značaja za ovaj rad su metode Dorothy Heathcote i onih koji su njen rad dalje razvijali kao modele iskustvenog učenja u okviru procesne drame i ogrtača stručnjaka. Da bi dramski pedagozi uspješno izabrali odgovarajuće metode i postupke važno ih je poznavati, ali i razumjeti mehanizme funkcioniranja ljudskog mozga odgovorne za učenje i ponašanje. Suvremena neuroznanost je u mogućnosti ponuditi neke od odgovora na to kako ljudi uče, kako obraćaju pažnju i što ih motivira. Ovaj rad se bavi povezivanjem spoznaja o ljudskom mozgu sa izborom metoda i postupaka u okviru odgojnog dramskog rada radi postizanja značajnijeg učinka samog odgojnog rada na sudionike.

**Ključne riječi:**dramski odgoj; neuroznanost; metode Dorothy Heathcote; konvencije; uloga.

**Abstract**

Teachers and drama practitioners whose work is oriented towards the use of methods and procedures of educational drama for the purposes of learning and personal growth of participants (which are not limited to development of drama and theatre skills) have a wide range of methods and procedures available which were developed in the last couple of decades. Methods of Dorothy Heathcote and those who further developed her work as models of experiential learning in the framework of process drama and the mantle of the expert are paramount for this thesis. It is important for drama practitioners to understand the mechanisms by which the human brain functions, which are responsible for learning and behaviour, in order to make sensible choices of methods and procedures. Modern neuroscience can offer some of the answers to the questions about how people learn, how they pay attention and what motivates them. This thesis deals with the correlation of insights about the human brain with the choices of methods and procedures in the framework of drama in education in order to enhance the impact of education on the participants.

**Key words:** drama in education; neuroscience; methods of Dorothy Heathcote; conventions; role.