**INTERKULTURALNO UČENJE DRAMSKIM METODAMA I TEHNIKAMA (2019.)**

**Sažetak**

Bosanskohercegovačko društvo specifično je po mnogočemu, ali ono čime se ovaj rad bavi jest njegova multikulturalna priroda i smanjena mogućnost interkulturalnog upoznavanja, a samim tim i učenja. Pri tome se misli na zajednički život različitih naroda na istom prostoru i njihovo međusobno razumijevanje i prihvaćanje. Svakako da u tome značajnu ulogu imaju: obrazovni sustav, koji se u BiH nije mijenjao tijekom čitava poraća, njegova tri Nastavna plana i programa (NPP) sa svojim specifičnostima, zastarjele metode poučavanja, sredine u kojima mladi ljudi žive a koje su izolirane jedna od druge, nemogućnost upoznavanja i druženja s drugima i drugačijima... U kontekstu interkulturalnog obrazovanja, rad pokušava definirati neke kulturne modele i teorijski propitati moguće barijere u interkulturalnoj kumunikaciji. Rad se bavi i Benettovom skalom interkulturalne osjetljivosti, kao i stadijima i stupnjevima te osjetljivosti. Definira se i interkulturalno obrazovanje i mogućnosti poučavanja odgojnom dramom i funkcijama voditelja u odgojnoj drami (učitelj u ulozi). Završni dio rada daje primjer radionice interkulturalnog učenja u kojoj se koriste tehnike odgojne drame. Osmišljena i provedena radionica sastoji se iz dva dijela: prvi dio se oslanja na vježbe koje već postoje i koje se koriste u sličnim radionicama interkulturalnog učenja radi približavanja i neposrednijeg shvaćanja pojmova kultura, identitet, stereotipi, diskriminacija, a drugi dio je kreativno osmišljena dramska struktura koja podrazumijevaju proigravanje dramske radnje, kao i stilizirano proigravanje s odmakom od stvarnosti. Ove su radionice tijekom ljeta 2019. godine provedene s mladima iz oba dijela BiH (Federacije i Republike Srpske) iz gradova: Kakanj, Zavidovići, Mostar, Foča, Višegrad, Vlasenica i Trebinje. Ovaj rad predstavlja jedan mogući model za učenje o interkulturalnosti putem neformalnog vida obrazovanja. Upotrebom tehnika i metoda odgojne drame, daje se mogućnost mladima da lakše razumiju sve ono što interkulturalno obrazovanje nudi a tiče se kulture, identiteta, diskriminacije, stereotipa, drugog i drugačijega.

**Ključne riječi:**interkulturalno učenje, odgojna drama, participacija, učitelj u ulozi.

**Abstract**

The society of Bosnia and Herzegovina is specific in many ways, but the focus of this paper is its multicultural nature and the reduced possibility of intercultural learning and therefore learning. It refers to the common life of different peoples in the same area and their mutual understanding and acceptance. It is certain that: the education system, that has not changed in BiH throughout the postwar period; its three curricula with specificities; outdated teaching methods; environments where young people live, which are isolated from each other; inability to meet and socialize with others who are different, have played a significant role in this. In the context of intercultural education, the paper attempts to define some cultural models and theoretically question the possible barriers to intercultural communication. The paper also deals with Benett's scale of intercultural sensitivity, as well as the phases and stages of that sensitivity. It also defines intercultural education and teaching opportunities of Drama-in-Education and the functions of the Drama-in-Education leader (Teacher-in-Role). The final part of the paper provides an example of an intercultural learning workshop using Drama-in-Education techniques. The designed and conducted workshop consists of two parts: the first part relies on exercises that already exist and are used in similar intercultural learning workshops in order to bring closer and understand the concepts of culture, identity, stereotypes, discrimination, and the second part is a creatively designed drama structure which includes play-acting, as well as stylized play with a shift from reality: frozen images, slow motion, prepared improvisation, a tunnel of thought. During the summer of 2019, these workshops were conducted with young people from both parts of BiH (Federation and Republika Srpska) from cities: Kakanj, Zavidovici, Mostar, Foca, Visegrad, Vlasenica and Trebinje. This paper presents one of possible models for learning about interculturalism through non-formal education and enabling young people to understand more easily all that intercultural education has to offer in terms of culture, identity, discrimination, stereotype, and differences through the use of techniques and methods of educational theater.

**Key words:** intercultural learning, Drama-in-Education, participation, Teacher-in-Role.