**PROCESNA DRAMA KAO DRAMSKOPEDAGOŠKA METODA PRIBLIŽAVANJA KNJIŽEVNOM LIKU (2018.)**

**Sažetak**

Suvremena nastava književnosti trebala bi učeniku omogućiti doživljaj i spoznaju književnog djela te ga dovesti u situacije da stvaralački reagira. Uvođenje dramskih tehnika u nastavu književnosti pokazalo se kao kreativniji pristup nastavi, koji učenici rado prihvaćaju. Jedan od takvih pristupa je i procesna drama. Svojstvo ove složene dramske tehnike jest to da otvaramogućnost ulaženja u različite dramske svjetove. Ako interpretaciju književnoga lika uspijemo strukturirati tako da učeniku te moguće svjetove otvorimo, sa sigurnošću smo pokrenuli učenikovu emocionalnu, intelektualnu i stvaralačku aktivnost. U ovom se radu daje uvid u način na koji se školski i dramskopedagoški sustav prožimaju i nadopunjuju. Objašnjavaju se pojmovi dramskoga odgoja i procesne drame. Navodi se popis osobina procesne drame koje su važne za sveobuhvatan i suvremen pristup književnome liku u nastavi književnosti. Osim teorijskoga prikaza, daju se četiri različita modela procesnih drama s opisom dramskih tehnika i detaljnim uputama za njihovo izvođenje te popratnim komentarima. U nastavku rada opisana su i pozitivna iskustva učitelja/nastavnika koja su se ispitivala nakon što su se modeli procesnih drama prilagodili lektirnim djelima te isprobali u nastavi. Dobiveni rezultati potvrđuju da se takva nastava interpretacije književnog lika može uspješno izvoditi.

**Ključne riječi**: dramski odgoj, proživljeno iskustvo, recepcija književnog lika, stvaralačkanastava književnosti, suvremene metode poučavanja

**Abstract**

Contemporary literature class should provide the pupil the experience and comprehension of the literary text and bring him into situations in which he can react creatively. The introduction of drama techniques into literature class has proven to be a more creative approach to teaching, which pupils are gladly accepting. One of these approaches is process drama. The characteristic of this complex drama technique is that it makes possible to enter into various dramatic worlds. If we manage to structure the interpretation of a literary character in a way that it has power to open those possible worlds to pupils, we have, with certainty, initiated the pupil's emotional, intellectual and creative activity. This paper gives an insight into the way in which the school and drama education curriculum are intertwined and complemented. The terms of drama education and process drama are explained. The paper gives the list of features of process drama which are important for a comprehensive and contemporary approach to the literary character in a literature class. Apart from the theoretical presentation, the paper gives four different models of process drama, with description of drama techniques, detailed instructions for their performance, as well as accompanying comments. The paper also describes positive experiences of teachers after the process drama models were adjusted to the lectures and tested in the classroom. The obtained results confirm that such literary interpretation of the literary character can be successfully performed. The purpose of this paper is to offer a method suitable for the requirements of contemporary school classes of literature.

**Key words:**contemporary teaching methods; creative literary instruction; drama in education; living through experience, reception of literary character.