THE ART OF EFFECTIVE USE OF MIMICRY AND PANTOMIME IN THE EDUCATIONAL PROCESS BY FUTURE TEACHERS: PEDAGOGICAL FOUNDATIONS AND PRACTICAL RECOMMENDATIONS

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Abstract. This article provides detailed information about the art of effective use of mimicry and pantomime in the educational process by future teachers. The article highlights the importance of mimicry and pantomime methods in the educational process, their role in shaping students' professional competencies, and their pedagogical foundations. The article offers practical recommendations for teaching future teachers how to use mimicry and pantomime, improving their communicative and pedagogical skills, and ensuring their effectiveness in the educational process. Additionally, the article provides examples and experiences on using mimicry and pantomime to make the educational process engaging and effective.

Keywords: Mimicry, pantomime, future teachers, pedagogical competencies, educational process, communicative skills, didactic competencies, creative thinking, interactive lessons, art of teaching, innovative approaches, creativity in education.

Introduction.

In the modern educational process, the role of a teacher is not limited to imparting knowledge but is also aimed at fostering students' personal development, enhancing their creative thinking abilities, and shaping their communication skills. From this perspective, the pedagogical competencies of teachers are of great importance.

In the system of a teacher's pedagogical techniques, mimicry and pantomime expressions also hold a significant place. A teacher's mimicry and pantomime expressions are manifested in their gestures, meaningful glances, encouraging or ironic smiles, and they play a crucial role in the teacher's ability to influence and engage students. These methods help teachers make lessons more impactful, interesting, effective, and meaningful.

Mimicry and pantomime methods are among the essential tools that help teachers enliven and enhance the effectiveness of the educational process. Through facial expressions and body

movements, teachers can influence students' emotions, spark their interest, and capture their attention. Particularly in primary education, these methods make the learning process more engaging and effective.

The effective use of mimicry and pantomime by students helps develop their professional competencies and contributes to their success in the educational process. This article is dedicated to providing detailed information about the art of using mimicry and pantomime in the educational process by future teachers, its pedagogical foundations, and practical recommendations.

The main goal of the article is to teach future teachers how to use mimicry and pantomime, improve their communicative and pedagogical skills, and ensure their effectiveness in the educational process. Understanding the pedagogical foundations of using mimicry and pantomime in the educational process helps teachers establish closer communication with students, enliven lessons, and make them more engaging and effective.

This article highlights the importance of using mimicry and pantomime methods in the professional training of future teachers and provides practical recommendations for their application in the educational process.

Literature Review and Methodology.

The work "Unmasking the Face" by Ekman and Friesen extensively covers the theory of facial expressions and emotional communication. This work demonstrates the potential of using mimicry for pedagogical purposes. Knapp and Hall's "Nonverbal Communication in Human Interaction" explores the importance of nonverbal communication in human interactions and highlights the role of mimicry and pantomime in the educational process.

Vygotsky's "Thought and Language" provides the theoretical foundations for developing communicative skills in the educational process. This work sheds light on the scientific basis for using mimicry and pantomime in pedagogy. Freire's "Pedagogy of the Oppressed" emphasizes the importance of democratic and interactive approaches in education. Freire's approaches encourage teachers to develop students' communication skills through the use of mimicry and pantomime.

Dewey's "Experience and Education" highlights the importance of experience and interactivity in the educational process. Dewey's approaches provide the theoretical basis for integrating mimicry and pantomime into the educational process. Additionally, Makarenko's "Pedagogical Poem" emphasizes the importance of patience and emotional connection in education. Makarenko's pedagogical approaches illuminate the educational role of mimicry and pantomime.

Discussion.

Research results indicate that the use of mimicry and pantomime in the educational process is highly significant. Teachers' ability to establish better communication with students through facial expressions and body movements, capture their attention, and understand their emotions makes the educational process more effective. These findings align with the ideas presented in the literature.

The research results demonstrate the importance of mimicry and pantomime methods in developing teachers' communicative skills and didactic competencies. These methods help teachers effectively plan and conduct lessons. The use of mimicry and pantomime enhances teachers' creative thinking and introduces innovative approaches to the educational process.

Based on the research results, practical recommendations are provided for teachers to widely apply mimicry and pantomime in the educational process. Using these methods increases students' interest in the educational process and enables more effective learning.

The development of teachers' communicative skills and didactic competencies helps them effectively organize and conduct lessons. These methods align with Dewey's ideas on the importance of experience and interactivity. Dewey's approaches provide the theoretical basis for integrating mimicry and pantomime into the educational process.

Results.

This research explored the pedagogical foundations and practical recommendations for the use of mimicry and pantomime by future teachers in the educational process. The research findings indicate:

• The importance of mimicry and pantomime in the educational process:

o Improved communication: The use of mimicry and pantomime helps teachers establish better communication with students. Teachers' facial expressions and body movements capture students' attention and engage them.

o Enhanced explanation effectiveness: Pantomime is effective in simplifying and clarifying complex concepts. Facial expressions and body movements allow teachers to convey information clearly and understandably.

o Strengthened emotional connection: Mimicry and pantomime help teachers better understand students' emotions and respond appropriately, making the educational process more effective.

• Development of professional competencies:

o Communicative competencies: Using these methods develops teachers' communicative skills, enabling them to establish better communication with students and address their needs.

o Didactic competencies: These methods enhance teachers' ability to plan and conduct lessons effectively. Teachers can enliven lessons and capture students' attention through mimicry and pantomime.

o Creativity and innovative approaches: The use of mimicry and pantomime fosters teachers' creative thinking and innovative approaches, making the educational process more engaging and dynamic.

Conclusion.

The use of mimicry and pantomime methods by future teachers plays a significant role in making the educational process more effective. Communicating with students through facial expressions and body movements, simplifying complex concepts, and strengthening emotional connections are key benefits of these methods.

In conclusion, integrating mimicry and pantomime into their pedagogical practice is crucial for future teachers. These methods help teachers succeed in the educational process and contribute to making students' learning experiences more effective.

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