

RESEARCH ARTICLE

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THE ROLE OF THEATRICAL ACTIVITIES IN THE EMOTIONAL AND SOCIAL DEVELOPMENT OF FIFTH AND SIXTH GRADE STUDENTS

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Abstract

The aim of the study was to explore the role of theatrical activities in the emotional and social development of fifth and sixth-grade students. The study adopted a descriptive-analytical approach to achieve its objective. The research tool used was a questionnaire designed to collect data and information. It was administered to a sample of 20 teachers from Granada Elementary School for Boys in Babil Governorate. The study's results indicated that theatrical activities play a role in the social development of kindergarten children. The majority of statements related to the first dimension of social development showed high levels of agreement. Statement (1) "Collaborates with others during theatrical activities," statement (5) "Helps anyone who asks for assistance in performing their role in the theatrical activity," and statement (7) "Tends to lead the team during theatrical work" received the highest responses. Furthermore, the results confirmed that theatrical activities also contribute to the emotional development of kindergarten children. The majority of statements related to the second dimension of emotional development showed high levels of agreement. Statement (13) "Deals gently and affectionately with others" and statement (12) "Feels angry when encountering a situation that upsets them during theatrical activities" received the highest responses. The study recommended the need to enhance and activate the role of theatrical activities in all educational stages. It suggested incorporating theatrical activities into the curriculum that aligns with the nature of the stage and educational content. Additionally, conducting training courses for teachers on utilizing theatrical activities in the curriculum was advised.

Keywords Theatrical Activities, the Emotional, Social Development collect data and information.

INTRODUCTION

Chapter One

The general framework of the computer

Child activity is the cornerstone of educational and psychological processes and is the basis for every educational method that helps to form the child's personality fully from all aspects through self-experience and practicing activities that respond

to their interests, desires, and abilities. Therefore, experiencing activities is important to provide learners with successful growth integration and learning continuity through a variety of cultural, social, artistic, sports, emotional, and other activities because these activities are important for the child's personality development (Mursheed and Al-Ahmad, 2010).

Theatrical activities involve engaging the child in

activities that resemble the daily life situations that the child experiences in their daily life. In interactive theater, situations are reenacted, solutions are found, or stories are told. As a result, interactive theater breaks the agreed-upon relationship between the actor and the audience, between the stage and the audience, between the sender and the receiver, and forces the viewer to intervene and change the theatrical performance. Theatrical activities help the child to break barriers, overcome shyness and fear, and develop the ability to discuss and freely express their opinions on events (Nasser, 2013).

Theatrical activities also aim to provide a model and achieve learning through experience, as the content and values presented in theatrical performances contribute to achieving psychological and social harmony for this group. The child is born with physical, mental, emotional, and behavioral readiness, and quickly interacts with the environment and responds to stimuli around them in their small world, which expands as they interact with local environments of communities and individuals, gaining behavioral patterns to achieve their own self and help in growth. The child begins to form psychological attitudes and moral values, which help in harmony with oneself and the community in which they live (Ali et al., 2021).

The problem of the study

School theater is one of the most appropriate artistic forms for communicating with the student and expressing his world through imitation and simulation. As a child, the student tends to integrate and interact with his peers just as an actor combines with a work team. There are other standard elements, such as imagination and amazement. Therefore, school theater is one of the educational means that contribute to shaping the student's social, cultural, and moral personality through animated characters that attract his

attention and stimulate his imagination on stage, which makes it an essential means of building his personality (Ibrahim, 2021); Therefore, the research problem was determined by asking the following question:

What is the role of theatrical activities in the emotional and social development of fifth and sixth-grade students?

The following questions arise from it:

1. Is there a relationship between theatrical activities and emotional and social development among fifth and sixth-grade students?
2. What are the most essential social and emotional development characteristics that characterize fifth and sixth-grade students?
3. What is the role of theatrical activities in the emotional and social development of fifth and sixth-grade students?

Objectives of the study:

1. Detecting a relationship between theatrical activities and emotional and social development among fifth and sixth-grade students.
2. Identifying the role of theatrical activities in the emotional and social development of fifth and sixth-grade students.
3. Review the most important social and emotional development characteristics of fifth- and sixth-grade students.

The importance of studying:

- Theoretical importance:

1. The vitality and originality of the topic and the need for studies conducted on the role of theatrical activities in emotional and social development.
2. Enriching Arab libraries concerned with the field of theatrical activities and emotional and social development among primary school students
3. Revealing the role of theatrical activities in the

emotional and social development of fifth and sixth-grade students.

- Practical importance:

1. Directing the attention of officials to theatrical activities in the emotional and social development of primary school students.
2. Opening the way for researchers to conduct research that helps improve teachers' performance.
3. The study's results and recommendations may benefit those responsible for providing training programs to activate student activities in emotional and social development.

The limits of the study:

1. Objective limits: The objective limits of the study of theatrical activities are primary school students' emotional and social development.
2. Human limitations: The human limitations of the study are represented by the teachers of Granada Primary School for Boys in Babylon Governorate.
3. Time limits: The period in which the initial data for the study was collected during the second semester of 2022/2023.

Terminology of study:

Theatrical activities:

It is all activity related to theater, whether it is an activity (plastic - mental - motor - artistic), and the child performs this activity individually or collectively. Theater means all types of theaters used with children, including the equipment they include, whether it is live theater, puppet theater of all kinds, or imagination. The shadow. (Al-Ayouti et al., 2008)

It is the sum of the planned regional artistic activities presented by students in the primary education stage, which act as a tool to achieve educational goals and provide a realistic experience within the framework of existing social

relationships between individuals. (Murshed and Al-Ahmad, 2010).

Emotional growth:

It is "the one who studies different emotions, such as love, fear, hate, aggression, joy, and others, and the differences that occur to these emotions and feelings through the individual's growth and transition from one stage to another stage of his life" (O Al-Shehri, 2019)

Social growth: the growth of individual characteristics by prevailing or desired social patterns, which consider society's values, customs, systems, and traditions. (Murshed and Al-Ahmad, 2010).

Chapter Two

The theoretical framework and previous studies

First: The theoretical framework

The educational importance of the child's theatrical activity

The theater is essential to modern education because it develops children's scientific, educational, moral, and social concepts, stimulates artistic talent, and develops aesthetic value. It is a means of indirect learning and education that complements books and other educational activities—school activities and mental and physical development.

Within the concept of dramatic activity in general, the idea of dramatic activity goes beyond expressive purposes. The skills acquired through theater activities are not limited to learners gaining educational theatrical experiences. Still, they can also develop (self-awareness, confidence, problem-solving skills, language, empathy, teamwork, and communication), and these new features of theater are achieved through two steps: Returning to theatrical games and exercises, working on a folktale play that provides learners with a fun and

influential way to discover themselves and the world around them. Children's theater contributes to the maturation of the child's personality, activating his psychological and cognitive aspects, achieving emotional balance, integrating the child into society, and communicating with him. (Murshed and Al-Ahmad, 2010)

Objectives of theatrical activities:

1. Address the minds of school students by spreading good values, morals, and educational concepts because school theater is an educational message that surrounds the minds of young people.
2. Developing students' physical and linguistic abilities.
3. Developing students' talents in all the fields of theater education, thus enhancing students' ability to be creative in the theater arts.
4. It cultivates love and cooperation among students when practicing theatrical activity, as theater is a collective art that depends on group participation.
5. Accustoming students to order, commitment, and obedience, given that the theatrical performance in its final form takes a long time to prepare through continuous rehearsals.
6. Providing students with theatrical culture in theatrical literature and theatrical arts.
7. Accustoming the student to order, commitment, and obedience, given that the theatrical performance takes a long time to prepare through continuous rehearsals.
8. Building the student's balanced personality, treating the psychological conditions that students are exposed to in the role of a child, and eliminating the states of fear and shame that possess the student at that stage. (Nasser, 2013)

Manifestations of emotional development:

Emotion is defined as "the occurrence of a physiological response of some intensity" so that a connection occurs between a lot and a response, such as the rise of the hormone adrenaline when feeling fear. A child's emotions are characterized by rapid change and are often intense for a short period and then end, and it is easy to notice them through facial expressions. Allowing the child to express his emotions is necessary because this helps him refine his personality. The most prominent manifestations of the child's emotional development are as follows:

1. The child wants to participate and interact with adults and children.
2. The child can express himself with confidence.
3. The child shows a sense of responsibility for his actions.
4. The child wants to practice group work.
5. The child takes the initiative to solve problems.
6. The child takes the initiative to help others.
7. The child develops a feeling of empathy for others.
8. The child recognizes his mistakes and tries to correct them.
9. He can listen to the points of view of others and accept their opinions.
10. The child expresses satisfaction and joy when accomplishing a task or learning a new skill. (Al-Sharaa, 2022)

Features of emotional development in childhood:

1. The child's emotional behavior is directly and strongly linked to the external influences of the world surrounding him. One of the most common manifestations of emotional development is the child's feeling of lack and fear, and these feelings express one of the most severe obstacles to the child's emotional development.

2. Emotional development in childhood is linked and integrated with other aspects of development.
3. Intensity, stubbornness, mood swings, shyness, jealousy, and fear characterize emotions in childhood.
4. A child's emotions in the early stages of his life play a significant role in shaping the child's personality in the future.
5. He distinguishes between feelings of sadness and joy well.
6. He can empathize with those around him, including family members or friends
7. He wants to do business and group games.
8. Social development: This is what increases the child's ability to interact with others in the family or outside it in a manner consistent with patterns
9. The prevailing social behavior in situations that require him to express his opinion and position on the issues raised while he is busy with technology.
10. Emotional development: It is the increase in the stability of the child's inner feelings in terms of happiness, sadness, anger, dreams, anxiety, calm, and other emotional reflections of the child in different situations during periods of the child's excessive use of technological devices.

Aspects of social development:

The most important demands of social development are that the child learns in the primary education stage how to live with himself and how to live with a world in which he interacts with other people and things. Among his demands are a sense of spontaneous confidence, initiative, and social harmony. Through the socialization process in the family, the child's awareness of the social environment increases, familiarity grows, and social participation increases, thus expanding the circle of social interaction in the family. The child learns the social standards that crystallize the social role and develops awareness and social

awareness, the signs of which begin when he begins to adhere to some moral values, principles, and social standards. (Ahmed, 2013)

Characteristics of social development:

The most important characteristics of social development in childhood are the following:

1. Students prefer to integrate with friends and comrades because of their psychological and emotional maturity.
2. The child's circle expands after being restricted, and he feels loyal to the group.
3. Social values begin to emerge as a result of participation in group activities. They begin to respect the law and order, customs and traditions, and respect the rights of others.
4. The child becomes more critical of adults' actions and rebels against routine.
5. The influence of gay groups is increasing, and social interaction is intense and full of cooperation, loyalty, and competition.
6. The influence of general cultural expansion begins, and the child's individuality grows.
7. Both sexes stay away from the other sex in their friendship. (Abu Zuwayed, 2010)

Second: Previous studies

Summer study (2021) tagged "The effectiveness of school theater on education in Iraqi schools."

The study aimed to evaluate theatrical activities in schools and contribute to and improve the educational reality at the level of developed countries. To know and uncover the obstacles that schools suffer from in theatrical activities and to attempt to overcome and identify them, the research community includes spatially the productions of school theatre, exclusively in some schools affiliated with the Karkh Education Directorate/2, where there is school theater activity. Questionnaires, which numbered (30),

were distributed to some schools and some specialists and supervisors, and the study concluded several conclusions, including the sports lessons in school have a typical relationship with theatrical activity to provide students with physical culture to discover weaknesses and negatives and monitor them to control movement. The student performing his role, and there is a close connection between practical experience and the development of school theatrical activity to create surprising performances characterized by creativity. The study recommended establishing a school theater in each region that adopts dramatic activities and events carried out by schools within the administrative area.

Study by Ali, et al. (2021). Tagged with "The effect of using curriculum drama on some motor skills among first-year basic education students."

The study aimed to identify the effect of using curriculum drama on some motor skills among students in the first cycle of primary education. The experimental method was used for one group, following the pre- and post-measurement. The study sample consisted of thirty (30) children from a large kindergarten in the primary education stage. Among the most important results were the effectiveness of the proposed program in achieving learning objectives in kindergartens, the importance of dramatizing curricula through illustrated dramatic text for children to employ modern strategies in teaching and benefiting from them in learning, the importance of pictorial modeling for interpreting educational plays as it is the primary means of implementing theatrical texts as it Language of communication with children.

Ibrahim's study (2021) entitled "School Theater as an Introduction to Developing Moral Values in Private Schools: The First Cycle of Basic Education."

The study aimed to identify the role of school

theater in developing moral values among primary school students after several studies found weak awareness of moral values among primary education students. The studies attributed this to a decline in interest in the concept of role models and a scarcity of interest in school activities. In addition to the weak interest in moral education in the content of most educational programs. A sample of (2) school theatrical performances in some private primary schools was selected, and the descriptive analytical method and the content analysis tool were used to determine the moral values included in the two plays. It was also implemented from March to April 2019 in the Cairo Governorate, Al-Khalifa, and Mokattam Educational Administration. The research reached several results, including Providing a set of moral values in the shows, where the importance of (sincerity - tolerance - investment of time) came in high ranks, followed by the values of (love of reading - admitting mistakes - etiquette of speech), and both male and female dramatic characters participate in displaying these values. In close proportions, avoid the idea of a single hero or preferring one type over another to achieve equality. The research recommendations also stated the need to spread moral values among primary school students by making use of modern technological tools, including audio, visual, and kinetic effects, to achieve pleasure for the student and attract his attention and for the school administration to encourage and support school theater and make everyone feel its importance through meetings, seminars, and holding training courses. Establishing training units or centers to raise their performance is essential for theater specialists.

Al-Desouki's study, tagged with (2020). The effectiveness of a theatrical program based on social interaction to develop personal responsibility among kindergarten children.

The study aimed to investigate the effectiveness of

a theatrical program based on social interaction to develop personal responsibility among kindergarten children. The study sample was (30 children). The study tools were prepared, including a note card on the dimensions of social interaction and personal responsibility for kindergarten children, an illustrated social interaction scale, and a defined personal responsibility scale. The study used the experimental approach. The study reached the following results: There are statistically significant differences between the average scores of the practical group children in the pre-and post-measurement on the social interaction scale and the illustrated personal responsibility scale in favor of the post-measurement. There are statistically significant differences between the average scores of the children for the experimental group and the control group on the social interaction scale with its dimensions and the personal responsibility scale with its dimensions after applying the program in favor of the experimental group.

A study by Ibrahim and Muhammad (2006) entitled "The effect of a proposed program of theatrical activities on developing some life skills among kindergarten children."

What is the effect of a proposed program of theatrical activities on developing some life skills for kindergarten children? The application of the study tools was limited to a sample of (30) male and female children from a kindergarten in the city of Homs. The study tools consisted of a list of life skills appropriate for kindergarten children, as well as a measure of life skills and the construction of the proposed program of theatrical activities. After ensuring the validity and reliability of the

tools, they were applied to the study sample of children to determine the impact of the proposed program in developing those life skills. One of the study's most important findings was that there were statistically significant differences in favor of the post-application between the average scores of children on the life skills scale before and after applying the proposed program. This indicates that the proposed theatrical activity program significantly impacts the development of some life skills for kindergarten children.

Comment on previous studies:

- In terms of the aim of the study:

This study agreed with most previous studies in that it addressed the subject of theatrical activities, school theatre, emotional development, and social development.

This study differs from previous studies in its general objective, as it addressed the role of theatrical activities in the emotional and social development of fifth and sixth-grade students.

- In terms of the method used:

The current study differed from previous studies based on the descriptive analytical approach.

- In terms of the study tool:

The current study differs from most previous studies in that it used a questionnaire as a study tool to collect data.

- In terms of the study population and its sample:

The current study differs from previous studies in the population and model, as this study is applied to a piece of teachers at Granada Primary School for Boys in Babil Governorate.

Chapter Three

Field Study

Study Approach:

The current study relied on the descriptive analytical method, because it is the appropriate method for the subject of the study.

The study sample:

The study sample consisted of (20) teachers at Granada Primary School for Boys in Babylon Governorate.

Study tool

The study will rely on the questionnaire tool to collect information from the study sample.

Never	Sometimes	always	Phrase	م
		The first dimension: social development		
2	4	14	He cooperates with others while performing theatrical activities	1
2	6	12	He quickly befriends his colleagues and integrates with them during dramatic activities	2
1	7	12	Feelings of love prevail among the students participating in theater productions	3
4	8	8	He asks permission to take other people's things during dramatic work	4
4	3	13	He helps everyone who asks him for help in performing his role in the dramatic activity	5
1	9	10	He participates in dramatic activities within the school.	6

2	5	13	He tends to lead the work team in which he is present during the performance of theatrical work.	7
The second dimension: emotional development				
2	8	10	He loves the team members who participate with him in the theater work and shows them love.	8
2	7	11	He defends his comrades if others blame them.	9
3	5	12	He is quick to provide aid to his comrades if they are invaded	10
3	6	11	He feels confident when he talks about his role in the play	11
1	6	13	He feels angry if he is exposed to a situation that bothers him while practicing theatrical activities	12
2	4	14	He deals kindly and affectionately with others	13

Chapter Four: Study results and recommendations

First: The results of the first dimension: social growth.

The sample's response to the statement (1) "He cooperates with others while performing theatrical activities" was (always) at a rate of (70%), while the sample's response to the statement (2) "He easily befriends his colleagues

and integrates with them while practicing theatrical activities." With (always) at a rate of (60%), the statement (3) "Feelings of love prevail among students participating in theater work" received a response (60%) with a response of (always), and the statement (4) "He asks for permission when taking other people's things during work." "Theatre" received a percentage of (40) with a response of (always). At the same time, the statement (5), "He helps everyone who asks

him for help in performing his role in the theatrical activity," received a percentage of (65%) of the sample's responses with a response of (always). The statement (6) received, "He participates in theatrical activities within the school." This resulted in a response rate of (50%) (always), and finally, a response of (always) to the statement (7) "He tends to lead the work team in which he is present during the performance of theatrical work" obtained a percentage of (65%).

Thus, most of the first dimensions of social development statements were high. The information (1) "cooperates with others while performing theatrical activities," comment (5) "helps everyone who asks him for help in performing his role in the theatrical activity." The statement (7), "He tends to lead the work team in which he is present during the performance of the theatrical work," received the highest responses, while the phrase (4), "He asks for permission when taking other people's things during the theatrical work," and the word (6) "He participates in theatrical activities within the school" Less responsive.

From the above, it is clear that theatrical activities have a clear role and impact on the social development of fifth and sixth-grade students.

Second: Results of the first dimension: emotional development.

The sample's response to the statement (8), "He loves the members of the team who participate with him in theatrical work and shows them love," was (always) at a rate of (50%), while the sample's response to the statement (9) was "He defends his comrades if they are blamed." Of the others, "Always" was answered by (55%), and the phrase (10), "He is quick to provide aid to his comrades if they are invaded," received (60%), with a response of (Always), and the phrase (11) "He feels confident when he talks about his role." In the play, "55%" received a response of "always." As for the

statement (12), "He feels angry if he is exposed to a situation that bothers him while practicing theatrical activities," it received a percentage of (65%) of the sample's responses with "always." Finally, it obtained a reply of "always.") for the phrase (13) "he deals kindly and affectionately with others," with a percentage of (70%).

Thus, most of the first dimensions of social development statements were high. The information (13), "He deals kindly and affectionately with others." The idea (12), "He feels angry if he is exposed to a situation that bothers him while practicing theatrical activities," received the highest responses. In contrast, the statement (8) "He loves the team members who participate with him in the theatrical work and shows them love," is the lowest response.

From the above, it is clear that theatrical activities have a clear role and impact on the emotional development of fifth and sixth-grade students.

RECOMMENDATIONS

1. Developing theatrical activities and activating their role in all educational stages.
2. The curriculum includes theatrical activities consistent with the stage's nature and the educational content.
3. Conduct training courses for teachers on using theatrical activities in academic content.
4. Building multi-purpose halls and a theater in every school within the school building.

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