

EL TEATRO COMO HERRAMIENTA PEDAGÓGICA PARA EL APRENDIZAJE EN LA EDUCACIÓN / THEATRE AS A PEDAGOGICAL TOOL FOR LEARNING IN EDUCATION

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RESUMEN

El arte del teatro se ha reconocido como una poderosa herramienta pedagógica que fomenta un aprendizaje activo y significativo en el entorno educativo. Investigaciones recientes han demostrado que el teatro no solo enriquece el currículo, sino que también promueve el desarrollo integral de los estudiantes. El objetivo principal de la integración del teatro en la educación es estimular el pensamiento crítico y la creatividad de los estudiantes. Al participar en actividades teatrales, los estudiantes tienen la oportunidad de explorar diferentes perspectivas y desarrollar habilidades de resolución de problemas. Además, el teatro fomenta la expresión emocional y promueve la empatía al permitir a los estudiantes experimentar y comprender las emociones de otros personajes. En un nivel más práctico, el teatro mejora las habilidades de comunicación dentro y fuera del aula y desarrolla la seguridad de cada individuo. A través de la interpretación de roles y la presentación de ideas, los estudiantes mejoran su expresión oral y corporal, lo que les ayuda a comunicarse de manera efectiva en diversas situaciones. Además, el teatro fomenta la colaboración y el trabajo en equipo, ya que los estudiantes deben coordinar esfuerzos para lograr una presentación exitosa. En el contexto de la educación inclusiva, el teatro se destaca como una herramienta valiosa para adaptarse a las necesidades que puedan haber con diferentes habilidades y estilos de aprendizaje. Al permitir que todos participen en la representación teatral, se fomenta un ambiente inclusivo y se promueve la aceptación y el respeto mutuo. Los estudios han demostrado consistentemente que la integración del teatro en el currículo educativo conlleva una serie de beneficios positivos. Además de mejorar el rendimiento académico, el teatro fortalece la autoconfianza y la autoestima de los estudiantes, lo que contribuye a un desarrollo personal y emocional saludable. En conclusión, el teatro como herramienta pedagógica en la educación no solo mejora el proceso de aprendizaje, sino que también fomenta el desarrollo emocional, social y cognitivo de los estudiantes. Al promover la creatividad, la expresión y la colaboración, el teatro prepara a los estudiante para ser pensadores críticos y comunicadores efectivos en un entorno global cada vez más diverso y complejo.

Palabras clave: aprendizaje, educación, habilidades emocionales, habilidades cognitivas, herramienta pedagógica, motivación, participación activa, teatro.

ABSTRACT

The art of theater has been recognized as a powerful pedagogical tool that encourages active and meaningful learning in the educational environment. Recent research has shown that theater not only enriches the curriculum but also promotes the holistic development of students. The main objective of integrating theater into education is to stimulate critical thinking and creativity in students. By participating in drama activities, students have the opportunity to explore different perspectives and develop problem-solving skills. Additionally, drama encourages emotional expression and promotes empathy by allowing students to experience and understand the emotions of other characters. On a more practical level, drama improves students' communication skills. Through role-playing and presenting ideas, students improve their oral and body expression, which helps them communicate effectively in various situations. Additionally, theater encourages collaboration and teamwork, as students must coordinate efforts to achieve a successful performance. In the context of inclusive education, theater stands out as a valuable tool to adapt to the needs of students with different abilities and learning styles. By allowing all students to participate in the theater performance, an inclusive environment is fostered and mutual acceptance and respect are promoted. Studies have consistently shown that integrating theater into the educational curriculum carries a number of positive benefits. In addition to improving academic performance, theater strengthens students' self-confidence and self-esteem, which contributes to healthy personal and emotional development. In conclusion, theater as a pedagogical tool in education not only improves the learning process, but also encourages the emotional, social and cognitive development of students. By promoting creativity, expression, and collaboration, theater prepares students to be critical thinkers and effective communicators in an increasingly diverse and complex global environment.

Keywords: *learning, education, emotional skills, cognitive skills, pedagogical tool, motivation, active participation, theater.*

INTRODUCTION

The art of theatre has emerged as a powerful pedagogical tool that fosters active and meaningful learning in the educational environment (Abellán Fernández & Santisteban Fernández, 2014). Over the past decade, educational research and practices have shed light on the transformative impact that theatre can have on the learning process. This scientific article, entitled "Theatre as a pedagogical tool for learning in education", addresses the importance and benefits of integrating theatre into the educational curriculum, highlighting its influence on the integral development of students (Trozzo et al., 2004). The primary objective is to incorporate theatre into the educational field to stimulate students' critical thinking and creativity. By participating in theatrical activities, students not only gain knowledge, but also have the opportunity to explore different perspectives and develop problem-solving skills. Role-playing and presenting ideas in a theatrical setting allows them to explore the world from multiple points of view, thereby fostering an appreciation of diversity and an understanding of the complexity of society (Bustamante Sanzana et al., 2020). One of the most outstanding contributions of theatre to education lies in its ability to encourage emotional expression and promote empathy. Students who participate in theatrical activities have the opportunity to experience and understand the emotions of other characters, which helps them develop a deeper understanding of human emotions and empathize with the experiences of others. This emotional dimension of theatre not only enriches education, but also contributes to the development of critical emotional skills, which are fundamental in daily life and in the construction of interpersonal relationships (Chalco-Fernández & Abarca-Calderón, 2021). On a more practical level, theatre significantly improves students' communication skills. Role playing and presenting ideas require effective oral and corporal expression (Mendoinaceli Cruz, 2019). Students improve their diction, intonation, and voice projection, which helps them communicate effectively in various situations, both inside and outside the educational environment (Pinillos, 2023). In addition, theater encourages collaboration and teamwork, as students must coordinate their efforts to achieve a successful presentation (Matos de Rojas et al., 2018). These skills are essential in today's society, where collaboration and effective communication are critical to success in the personal and professional spheres. In the context of inclusive education, theater stands out as a valuable tool to adapt to the needs of students with different abilities and learning styles (Ponce Napa et al.,

2023). By allowing all students to participate in the theatrical performance, an inclusive environment is fostered and mutual acceptance and respect are promoted. Theatre becomes a space where differences are celebrated and where each student has the opportunity to shine, regardless of their individual abilities. This contributes to the creation of an educational environment that values diversity and adjusts to the needs of each student. During the event held at the Europa Vitoria-Gasteiz Conference and Exhibition Centre from 9 to 11 October 2014, the transformation of education was proposed with the aim of generating an emancipatory impact. Sara Carrica-Ochoa (2014) emphasizes that high-quality teachers are distinguished by not only imparting knowledge but also by transmitting values and providing a comprehensive understanding of reality, guiding students in their understanding. When, in addition, they strive to cultivate citizen participation in society, with the aim of promoting a change towards a more equitable and supportive world, they are adopting the perspective of Education for Development. To achieve this goal, it is essential that curricula, not only education careers, contemplate spaces that allow students to improve their ability to understand their environment and increase their awareness, preparing them for their future educational work. This understanding is the first step towards forming a critical, informed and respectful attitude that enables them to interpret situations, make appropriate decisions, interact effectively with others and act in solidarity. Various studies have consistently reiterated that the inclusion of theatre in the educational programme brings a series of notable benefits. In addition to improving academic performance, theater strengthens students' self-confidence and self-esteem. The challenges and achievements experienced on stage generate a sense of personal accomplishment that translates into greater self-confidence and a more positive self-image. This strengthened self-esteem plays a critical role in students' personal and emotional development, contributing to their overall well-being. Recent research has shown that theater not only enriches the curriculum, but also promotes the integral development of students (Blanco Rubio, n.d.) The main objective of the integration of theatre in education is to stimulate students' critical thinking and creativity (Amaya Trelles & Fernández Olivo, 2020). By participating in theatrical activities, students have the opportunity to explore different perspectives and develop problem-solving skills (Álvarez Domónguez & Martín López, 2016). In addition, theatre encourages emotional expression and

promotes empathy by allowing students to experience and understand the emotions of other characters (Rico Ballesteros, n.d.). On a more practical level, theatre improves students' communication skills. Through role-playing and presenting ideas, students improve their oral and body expression, which helps them communicate effectively in various situations (Sánchez Benavides & Rengifo Chala, 2023a). In addition, theater encourages collaboration and teamwork, as students must coordinate efforts to achieve a successful presentation. In the context of inclusive education, theatre stands out as a valuable tool for adapting to the needs of students with different abilities and learning styles. By allowing all students to participate in the theatrical performance, an inclusive environment is fostered and mutual acceptance and respect are promoted (Sánchez Benavides & Rengifo Chala, 2023b). Theatre is intentionally used as an educational tool in courses such as Spanish Language and Literature in secondary education. This approach allows teens to participate in theatrical performances to practice language skills such as intonation, verbal expression, active listening, verbal reasoning, observation, empathy, self-control, and self-control. These theatrical activities are designed according to the interests of the students and the objectives of the teacher and the course. A concrete example of this practice is found in Spanish schools, where motivating theatrical activities have been implemented in the Spanish Language and Literature classroom. This experience involved a total of 94 students from two levels: 2nd and 4th ESO (Pareja-Olcina, 2021). Studies have consistently shown that integrating theatre into the educational curriculum has a number of positive benefits. In addition to improving academic performance, theater strengthens students' self-confidence and self-esteem, which contributes to healthy personal and emotional development (Sánchez Benavides & Rengifo Chala, 2023c). Consequently, we have that the methodology of Theatre Pedagogy is based on the use of play as a central element in its structure. By considering the evolution of play in human beings and their characteristics depending on the stage of development, it is possible to enhance and stimulate the playful capacity and the learning process in students. Dramatic play emerges as a highly motivating teaching tool, acting as a mediator for expression, promoting the inclusion of diversity, contributing to emotional well-being, favoring personal growth and facilitating creative expression. In addition, it plays a significant role in fostering social skills and enriching general understanding (Pontificia Universidad Católica de Chile, 2022). According to Verónica García-

Huidobro (2022): "*Theater, as an expressive activity at the service of education, is a valuable resource for both students and teachers. In the case of the former, it enables creative participation, helps individual fulfillment, favors group integration, social relations, enriches communication codes and provides new ways of integrating into the community. For their part, it allows teachers to develop communication with their students, promote individual growth, social relationships and improve their health, both physical and mental. At the same time that it increases their cultural heritage, it commits them to an action that requires them to elaborate and express their creative conditions, pointing them out new directions in pedagogical matters.*" The primary objective of Applied Theatre in Education is to promote reflection and innovation in the educational context, both nationally and internationally (Del Canto Fariña et al., 2021). This underscores the relevance of focusing on inclusion as a pedagogical approach, with the purpose that both school and university students internalize the knowledge acquired in educational institutions. In addition, this approach contributes to deepening the values that students bring from their families, thus strengthening the interaction between the family, society and academia. This synergy seeks to improve the curricular structure and promote a more accessible education. Theatre has transcended its aesthetic function to become a powerful tool for educational transformation. Its ability to integrate emotion, body expression, critical thinking and collaborative work positions it as a pedagogical strategy with revolutionary potential. Through this research, we analyze how theater can be incorporated into classrooms to promote meaningful learning, the development of soft skills and educational inclusion, highlighting its impact from teaching experience and empirical evidence.

Methodology

The methodology used to address the issue of theatre as a pedagogical tool is based on an exhaustive review of the scientific and academic literature related to the use of theatre in education. Previous research, studies, publications and books related to theatrical pedagogy and its effects on the learning process have been consulted. The analysis of findings, a critical analysis of the reviewed literature was carried out to identify the main findings and trends related to the impact of theatre on education. The results of previous research, highlighting both the academic benefits and the emotional and social aspects, were synthesized and organized. Current Investigations has been incorporated; In addition to reviewing previous research, findings and conclusions of recent research that highlight the transformative

influence of theater on the teaching and learning process were considered. These studies provided up-to-date evidence on the topic and enriched the knowledge base. The content has been structured according to the information collected in different thematic sections, such as the stimulation of critical thinking, the promotion of emotional expression and empathy, the improvement of communication skills, inclusive education, self-confidence and self-esteem, among other relevant aspects.

Challenges and practicalities related to incorporating theatre into education have been identified, including the need for careful planning, assessment of theatre learning, collaboration between teachers and arts professionals, and the provision of adequate resources for theatre activities. Likewise, future perspectives and recommendations have been taken into account: Future perspectives and recommendations for research and the successful implementation of

theater as a pedagogical tool were presented. These perspectives include exploring new possibilities at different educational levels, adapting theatre in virtual environments, and the importance of collaboration and teacher training.

The methodology used is based on the systematic review of the literature, the critical analysis of previous and current findings, the thematic organization of information, the identification of practical challenges and the presentation of future perspectives in the field of theatre pedagogy.

Methodological proposal: Evaluation instrument

As part of the practical application of theatrical pedagogy in the classroom, the following evaluation rubric is proposed as a guiding instrument to assess the performance of students in scenic activities. This tool allows a comprehensive evaluation that considers both expressive and collaborative and cognitive aspects.

Table 1. Methodological proposal

Criteria	Excellent (5)	Good (4)	Regular (3)	Low (1-2)
Active participation	Motivate and lead	Participate frequently	Participate little	Does not participate or interrupts
Creativity	Very original and innovative	Some novel ideas	Uncreative	Repetitive and flat
Understanding the content	Master and convey the subject	Clear understanding	Limited understanding	He does not know the subject
Verbal and corporal expression	Fluid, clear and expressive	Clear and adequate	Poor or insecure	Confused or absent
Collaborative work	Excellent cooperation	Collaborate partially	Cooperate little	Conflictive or isolated

Results

It is pertinent to highlight the extensive and enriching professional career of both researchers in the field of education, which has been decisive in understanding, from pedagogical practice, the transformative impact of theater in the teaching-learning process. The first researcher, with more than 15 years of experience, has worked intensely in the teaching of the foreign language, specifically English, an area in which she has incorporated theater as an effective didactic tool. In his experience, theatrical performance has allowed students to improve not only their listening and reading comprehension, but also their oral production, communicative fluency and stage safety, key factors in the mastery of a foreign language. This implementation has facilitated contextualized learning and has stimulated the intrinsic motivation of students, who find in

theater a playful, expressive and participatory space.

For her part, the second researcher, with a career of more than 20 years in teaching and with additional professional training as an actress, brings an aesthetic, ethical and pedagogical look at the integration of performing art in school. Her experience has shown how dramatic art can not only serve as a methodological resource, but also as a device for personal and social transformation in the classroom. This combination of knowledge has nourished the present research, giving it an applied perspective that transcends the theoretical and is rooted in everyday educational practice.

Based on a systematic and rigorous review of scientific literature, and based on the authors' teaching praxis, the following relevant findings were identified regarding the impact of theater on education:

1. **Stimulation of critical thinking and creativity:** The inclusion of theatre in the curriculum has been shown to be an effective strategy for developing superior thinking skills in students. By having to analyze dramatic texts, build characters, interpret social situations or improvise dialogues, students exercise the ability to reflect, analyze, synthesize and argument. Likewise, the creative process inherent in theatrical staging – from the conception of the script to the scenography and acting – promotes imagination, innovation and originality as pillars of learning.
2. **Emotional expression and development of empathy:** One of the most significant contributions of theatre is its ability to link the student with the emotional world, both their own and that of others. Through the representation of characters with conflicts, emotions and diverse motivations, students learn to identify and understand complex feelings, thus developing an empathic sensitivity that favors coexistence, tolerance and respect for otherness. This emotional experience is essential for the integral formation of the subject.
3. **Improvement of communication skills:** Theatre practice has a direct impact on the strengthening of communicative competence, not only verbally, but also in body and gestures. Staging requires a correct articulation of language, adequate modulation of the voice, control of the rhythm of the speech and mastery of non-verbal language. These skills are essential in both educational contexts and professional settings, where the ability to communicate ideas with clarity and conviction is essential.
4. **Contribution to inclusive education:** Theatre offers a flexible and accessible environment, which allows the active participation of students with diverse abilities, needs and learning styles. As there is no single "correct" way of representing or acting, the theater becomes a safe space where each student can find their place, enhance their talents and feel valued. This inclusive dimension reinforces the sense of belonging and dignity, and promotes a school culture based on equity.

5. **Strengthening self-confidence and self-esteem:** Participating in a play involves taking on challenges, overcoming the fear of error or external judgment, and receiving recognition for effort and personal expressiveness. These experiences generate in students a sense of accomplishment, pride, and self-confidence, which are essential for healthy emotional development. The possibility of being protagonists, literally and symbolically, allows them to build a positive and resilient self-image.

6. **Exploration of identity and respect for diversity:** Theatre functions as a mirror and as a window: it reflects the student's personal experience and, at the same time, allows them to peer into other realities. By playing characters from different cultures, eras, genders or social conditions, students explore their own identity and develop a more open, critical and understanding look at diversity. This promotes the construction of a plural, intercultural and ethical citizenship.

7. **Cognitive stimulation and memory development:** Participation in theatrical activities requires the exercise of complex cognitive functions such as sustained attention, retention and evocation of lines, planning of actions and coordination between body, voice and space. These processes favor the strengthening of memory, sequential thinking, concentration and the ability to adapt. In addition, rehearsed repetition and meaningful learning improve curricular knowledge retention.

8. **Integration of the arts and other disciplines of knowledge:** Theatre does not operate in isolation, but is nourished by multiple artistic languages – such as music, dance, painting or literature – as well as knowledge from disciplines such as history, philosophy, psychology and civic education. This integrative nature allows curricular content to be connected in a transversal way, favoring interdisciplinary, contextualized and relevant learning for life.

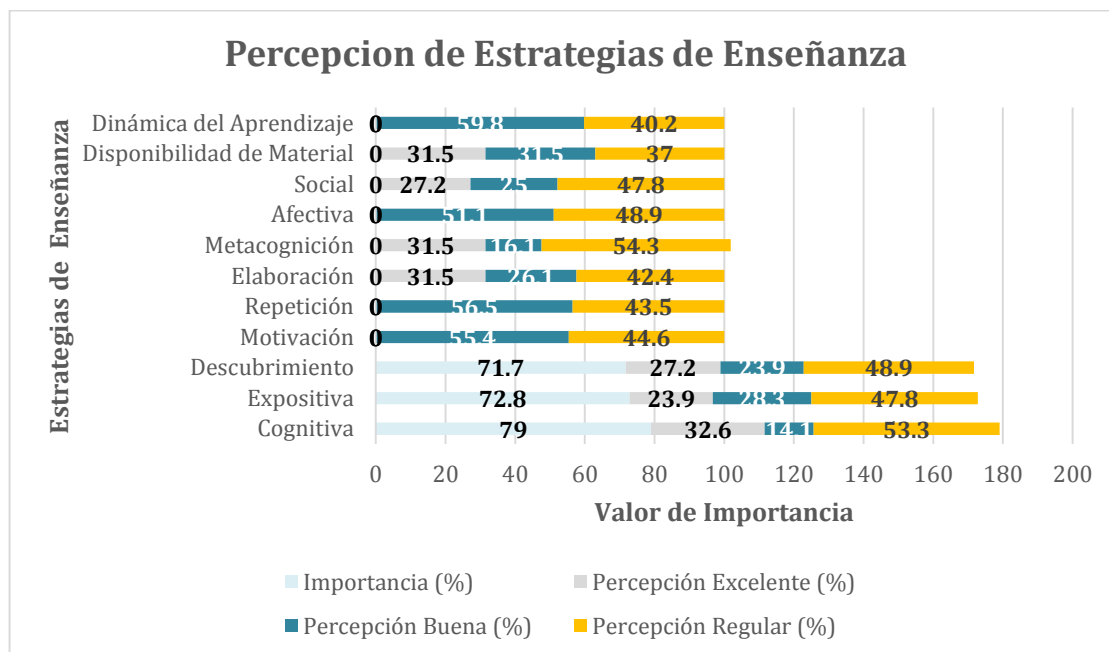
Table 2. Levels of appreciation for teaching strategies

Level	f	%
Excellent	29	31.5
Good	32	34.8
Fair	31	33.7
Total	92	100.0

Teaching strategies directly impact student satisfaction. Students perceive these strategies as key factors for their learning and satisfaction, according to the results obtained in the research

66.3% of students consider teaching strategies *excellent* or *good*, while 33.7% rate them as *regular*, **reflecting mostly positive perceptions but with room for improvement.**

Figure 1: Motivational Strategies



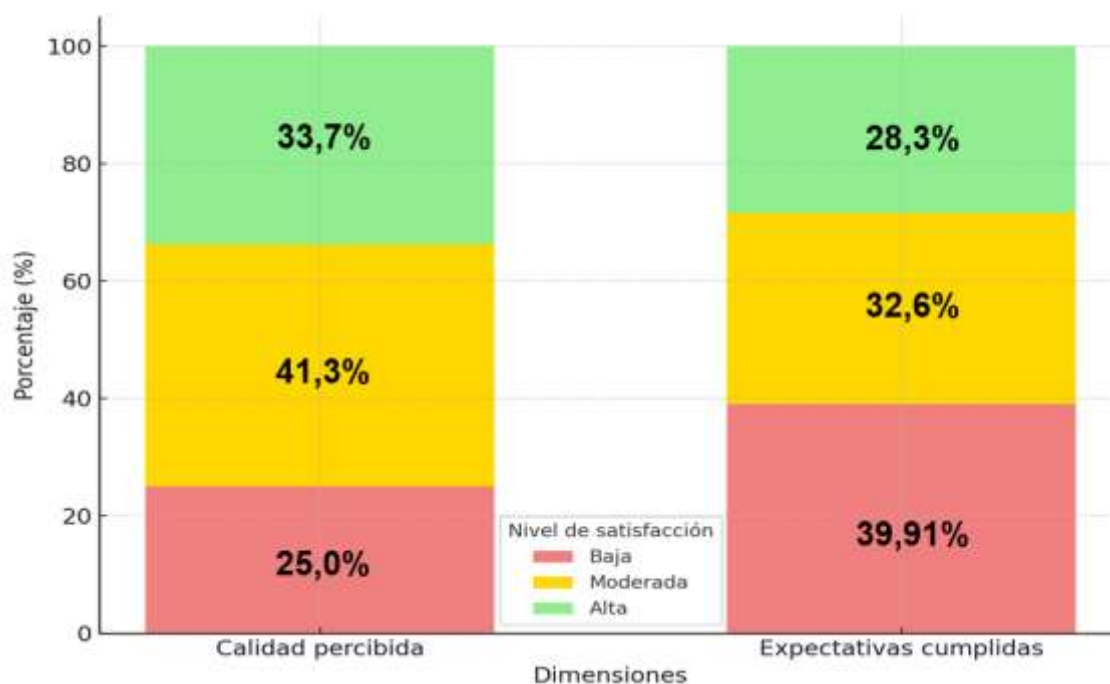
The most relevant teaching strategies are **cognitive (79%)**, **expository (72.8%)** and **discovery (71.7%)**, highlighting their impact on meaningful learning. However, the students' perception reveals areas for improvement: cognitive, expository and discovery strategies are mostly valued as "regular", with percentages of **53.3%**, **47.8%** and **48.9%**, respectively. Strategies such as motivation, repetition and elaboration are considered "good" by more than 50%, while affective, social and material strategies complement the educational process, although they are mostly classified as "regular".

Table 3. Level of appreciation for student satisfaction

Level	f	%
High	29	31.5
Moderate	32	34.8
Low	31	33.7
Total	92	100.0

The **satisfaction levels of students** at the Language Center of the Jorge Basadre Grohmann National University, according to a survey, are as follows: 31.5% feel highly satisfied, 34.8% have moderate satisfaction and 33.7% perceive low satisfaction. These results reflect a positive overall evaluation, although they also highlight that a **significant proportion of students are not completely satisfied, indicating areas for improvement.**

Figure 2. Perceived Quality and Expectations Met



The graph shows that perceived **quality** reaches greater satisfaction at moderate (41.3%) and high (33.7%) levels, while **fulfilled expectations** are predominant at low levels (39.1%). This shows that, although students value the quality of teaching, there is a **significant gap in meeting their expectations**, pointing to key areas to improve the educational experience.

Overall, these results show that theater, far from being a merely recreational activity, constitutes a powerful, transformative and empirically supported pedagogical tool, capable of promoting deep learning and the integral development of students at all educational levels.

Discussion

Theatre, conceived as a comprehensive pedagogical resource, represents much more than an alternative teaching technique: it is a form of cultural and emotional mediation that profoundly transforms the educational experience. Its incorporation into the school environment allows not only to optimize the teaching-learning processes, but also to cultivate the integral development of students by simultaneously involving their cognitive, emotional, social and expressive dimensions. This multidimensional quality makes theatre a highly effective didactic tool to face the pedagogical challenges of the twenty-first century.

In a globalized and increasingly complex context, where education can no longer be limited to the simple transmission of content, theater promotes fundamental skills for contemporary life: critical thinking, creativity, oral expression, emotional management, empathy and collaborative work.

The scenic representation of human situations, historical or fictitious, requires the student to understand different points of view, interpret emotions, resolve symbolic conflicts and communicate ideas with clarity and sensitivity. Thus, learning acquires an experiential and significant character, generating deep connections with the student's reality.

Theatre pedagogy has proven to be effective at various levels and educational contexts, from initial education to university training. Its application stimulates active participation, reinforces the sense of belonging and gives students a leading role in the construction of knowledge. Through theatre, the classroom ceases to be a unidirectional space and is transformed into a laboratory of symbolic interaction, creativity and critical reflection, in which error becomes a learning opportunity, and the body and voice into legitimate vehicles of knowledge.

Another central aspect of theatre is its enormous potential to promote **educational inclusion**. Theatrical practices allow roles and dynamics to be adapted to the abilities and particularities of each student, respecting their rhythm, learning style and sociocultural context. This didactic flexibility enables the active participation of students with disabilities, learning difficulties or with diverse talents, thus contributing to building more democratic, equitable and humanized classrooms. Likewise, theater contributes significantly to **the strengthening of self-esteem and self-confidence**. The experience of exposing themselves to an audience, expressing ideas, assuming characters or resolving dramatic situations allows students to recognize themselves as valuable and competent

subjects. This personal validation, which goes beyond traditional academic achievement, is key to the development of emotional well-being and to the cultivation of a positive self-image.

From a curricular perspective, theater has the ability to be integrated in a transversal way into multiple areas of knowledge: literature, history, citizenship education, social sciences, ethics and even natural sciences, through strategies of dramatization, simulation, collective creation or theater-forum. This interdisciplinarity not only enriches the contents, but also promotes a holistic vision of learning, in which the different disciplines dialogue with each other and resignify themselves according to the scenic experience.

On a methodological level, theatre pedagogy aligns with contemporary student-centred approaches, which prioritise active, participatory and situated learning. Theater stimulates **perplexity and surprise**, two factors that, according to research in neuroeducation, increase attention, curiosity and retention of information. By breaking with the predictability of traditional classes, theatre awakens the student's interest, encourages creative exploration and favours a critical and committed attitude towards knowledge.

On the other hand, the social dimension of theatre translates into a **tool for democratic coexistence and global citizenship**. By representing diverse social realities, ethical conflicts, or moral dilemmas, students develop a critical awareness of their environment, strengthen their sense of justice, and prepare themselves to exercise active and reflective participation in their communities. In this sense, the theater also becomes a pedagogical space for peace, equity and human rights.

Finally, the benefits provided by theatre should not be understood as isolated or anecdotal results, but as **consistent evidence** supported by a growing scientific production that recognises its positive impact on academic performance, group cohesion, personal development and student satisfaction. These findings support the need to integrate theatre in a structural way into education systems, promoting public policies, specific teacher training and interdisciplinary projects that guarantee its sustainability and impact.

In short, theater as a pedagogical tool not only improves the teaching-learning process, but also deeply enriches the educational experience by promoting the emotional, social, and cognitive development of the student. Its implementation in contemporary education responds to the need to train critical, sensitive, creative and empathetic individuals, prepared to understand and transform the world around them. Therefore, it is essential to systematically and consciously incorporate them

into educational practices as a fundamental pillar for the integral and human development of students.

CONCLUSIONS

1. **Theatre is a transformative educational strategy that integrates cognitive, emotional, and social dimensions of learning.** The implementation of theatre in educational processes not only represents a methodological innovation, but a true transformation in the way of conceiving learning. This pedagogical tool simultaneously mobilizes the rational and affective dimensions of the human being, allowing students to develop cognitive competencies, such as critical analysis and problem solving, while strengthening emotional skills, such as empathy, self-control, and the expression of feelings, and social skills, such as collaborative work and assertive communication. The integrative nature of theatre favours the construction of meaningful and relevant learning for life.

2. **Its implementation improves educational quality, favoring inclusion, self-esteem, coexistence and creative expression.** The results analyzed in this research support the affirmation that theater is a highly effective pedagogical resource to raise educational quality standards. By promoting the active participation of all students, regardless of their personal characteristics or learning styles, school inclusion is strengthened. Likewise, the process of theatrical representation allows students to recognize themselves as valuable subjects, capable of expressing themselves and creating, which results in an improvement of their self-esteem. Interaction on stage fosters cooperation, listening and mutual respect, fundamental pillars for a harmonious coexistence in the classroom.

3. **Institutions must recognize its value and incorporate it as a transversal axis of the curriculum.** In line with the principles of integral and humanistic education, educational institutions are urged to formally recognize theater as a structural component of the curriculum, not just as a complementary or extracurricular activity. Its mainstreaming would allow content from different areas, such as literature, social sciences, ethics or citizenship, to be addressed from an active, reflective, and experiential methodology, thus facilitating the appropriation of knowledge in a critical and contextualized way.

4. **It is essential to strengthen teacher training in theater pedagogy and provide schools with scenic resources.** The development of an educational proposal based on theatre requires, as a priority, the training of teachers competent in this methodology. The will to innovate is not enough: it

is necessary to train educators in theatrical techniques, expressive dynamics and scenic-pedagogical planning. At the same time, it is essential to ensure that schools have the materials, spaces and logistical resources necessary to implement this strategy in a sustained and effective manner.

5. Theatre prepares students to face a diverse, challenging and ever-changing world, forming thoughtful and empathetic citizens. In a global context marked by uncertainty, complexity and cultural plurality, it is urgent to train students who not only accumulate information, but also develop critical thinking, social sensitivity and the ability to dialogue. Theatre, as a humanising experience, prepares future citizens to develop with autonomy, empathy and ethical awareness, promoting attitudes of respect, tolerance and solidarity in contemporary society.

RECOMMENDATIONS

1. Include theatre in the curriculum in a transversal way from basic education. It is recommended that ministries of education and curricular bodies integrate theater into the curricula as an articulating axis of communicative, emotional and civic competencies. This integration must begin from the first years of schooling to ensure a progressive development of expressive, interpersonal and creative skills.

2. To train teachers in theatrical techniques and expressive pedagogy. It is necessary to incorporate in the initial teacher training programs and in the continuous training, specific modules on theatrical pedagogy, scenic techniques, corporal expression and didactic resources of the theater. This

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training must focus on both the methodological and the attitudinal, promoting a vision of theater as a tool for transforming the educational process.

3. Create alliances between schools and theatre collectives. Educational institutions must establish collaborative links with theater companies, performing artists and cultural centers that can provide technical, artistic and methodological support to teachers and students. These alliances will enrich the educational experience, providing new perspectives and encouraging community participation in school projects.

4. To finance school theater projects as part of educational public policies. Educational authorities are urged to include theatre within the programmes and budgets of pedagogical innovation, artistic education and school welfare. Financing must include everything from infrastructure and stage equipment, to the development of interdisciplinary projects and school theater competitions that stimulate student creativity.

5. To longitudinally investigate the impact of theatre on school achievement, socio-emotional skills and institutional climate. Finally, it is recommended to promote educational research that analyzes, in a systematic and longitudinal way, the effects of theater on different indicators of educational quality. These studies will make it possible to consolidate scientific evidence on its positive impact, justify its expansion at the level of public policies and continuously improve strategies for application in the classroom.

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