

## The Significance and Application of English Drama Performance for the Training of English Normal College Students

Liu Xiaoyue

Science Technology College Gannan Normal University, Ganzhou, Jiangxi, China

**Keywords:** English drama performance; English normal college students training; Humanistic quality; Skills of normal college students

**Abstract:** Under the new educational background, the traditional college English teaching methods and models are facing the reform, and new teaching methods are needed to make English teaching diversified and adapt to the new requirements of the time. As a teaching method, drama performance has been well providing a new way for college English teaching, especially for the cultivation of English normal college students. English drama performance is good for the cultivation of the humanistic quality and aesthetic consciousness of English normal college students. At the same time, it also greatly promotes the basic training skills for English normal college students. Based on the teaching practice, this paper explores the important role of English drama performance in the improvement of humanistic quality and skills of English normal college students, and discusses the ways of using drama performance to promote the cultivation of English normal college students.

### 1. Introduction

Normal college students are required to have a solid and broad subject knowledge and humanistic quality. They should also possess proficient and diverse professional teaching skills. However, nowadays in the training of English normal students, there exists the phenomenon of "heavy theory, little practice", the disconnection between theoretical study and practical training, as well as too much emphasis on language skills with little humanity literacy in the design of vocational skills curriculum. According to the training objectives of normal students, to solve these problems, it is urgent to reform the teaching model and innovative ideas. The English drama performance is an artistic humanities application with vivid appeal and creativity. It aims to train college students to gradually possess the artistic qualities of drama and humanities. While learning the rich knowledge of English drama performance, students can acquire the wisdom and richness of excellent drama works. Students' cognitive world and emotional experience will also be enriched. The application of drama performance in college English teaching is an interactive experience teaching method. Under the three-way interaction of "drama, actors and audiences", the drama performance has a significant effect on the input and output ability of students' English language. It will greatly stimulate the students' enthusiasm for learning, and subtly enhance the students' humanistic qualities, and enhance the students' skills and literacy.

### 2. The overview of English Drama Performance

The English drama performance is a comprehensive art form in which actors perform on the stage according to the English script. The drama is a major category of literature, and it is a teaching content with distinctive characteristics and humanistic artistic color. In the teaching application of English drama performance, students apply the theoretical knowledge they have learned in performances, try to figure out the psychology of the characters, experience the characteristics of the time, teach the students how to perform, feel the impact of the drama, and summarize the performance skills and characteristics. As a comprehensive stage art, the drama covers literature, music, art, society, performance, etc. It is multi-disciplinary, multi-faceted, and integrates knowledge, fun, and features of the time. It can help students improve their ability, especially the

quality and ability of normal students, from multiple angles and levels.

### **3. The significance of English drama performance to the cultivation of English normal college students**

#### **3.1 Enhance students' humanistic qualities**

After many years of discussion, in response to the training of present humanistic qualities of college students, college education researchers have reached a basic consensus on its content: "Students should not only learn and master the basic knowledge of Chinese humanities, but also be familiar with foreign humanities related to the above fields. They should learn to discriminate between Chinese and Western cultures, cultivate the necessary logical analysis skills of critical interpretation, find out common values in different beliefs and customs, cultivate natural emotions in students' humanity, and shape their humanistic care and humanistic worldview" [1]. The fundamental significance of humanistic literacy lies in the people-oriented spirit and the core of caring for the meaning and value of human existence. Compared with personal ability, humanistic literacy pays more attention to cultivating students' moral virtues and correct values, forming a noble soul and pursuing a nice inner quality. Good English drama works focus on creating and praising decent life, criticizing and satirizing exploitation and darkness, and praising the upward spirit of freedom and independence. They are always the excellent material for educating students. To perform these dramas, students need to have a deep understanding of roles, humanity, and society, and build language, expressions, and movements that are rich in artistry and distinctive characters. As learners, students learn in the process and improve a lot. Especially, students' aesthetic consciousness and artistic humanity literacy will be significantly improved. The process of participating in the performance is the process of students' understanding of the work, and the secondary cognitive process of the self. It is a process of discovering and facing itself, and thus has a dialectical understanding of the role. In the multiple rehearsals of learning performances, through the repeated interpretation of the characters, the students' self-awareness and cognitive ability are continuously enhanced, the individual potential is explored, the personal qualities are enhanced, and the tempering, research, exploration and experience are integrated into daily life and become an incentive to the cultivation of intangible potential of personal growth. In the process of appreciating excellent works, students find interest points, learn to perceive and appreciate, deeply understand the spiritual world, draw wisdom from the works, and form a personality that pursues nobility, positive spirits, bravery and confidence and self-concern [2].

#### **3.2 Enhance students' morality and aesthetic awareness**

From the perspective of humanistic spiritual culture and philosophical ethics, cultivating students' virtue is a necessary part of education. The famous scholar Aristotle once said morality belongs to the beauty of the soul level, which stems from the spiritual and spiritual perception of each person and is the existence of detachment from the physical form. The noble virtue belongs to the lofty soul. In modern society, virtue is restricted by reason and integrates into the social virtue. After people's perception and enlightenment, it is constantly sublimating and embodying its beauty in the process of seeking knowledge. English drama performance can be regarded as a process of sublimating virtue, shaping students' sound personality and humanistic qualities, enlarging emotions, recognizing themselves, feeling the tension of the plot in the performance, and gradually transferring these to the application of real life. Experience the drama in life and life in the drama, aids students to fully understand the background of society and the times, and fully feel the psychological state of the character. In addition, the perfect presentation of the English theatrical performance stage is inseparable from the overall stage effect, including lighting, equipment, props, etc. In addition to performing performance learning, students also need to learn to work together to present the stage effect in the external shaping. This process greatly arouses student's artistic creativity and aesthetic consciousness.

### **3.3 Improve the skills of normal students**

Normal students majoring in English should be able to design teaching plans in combination with the characteristics of English subjects. They should know how to apply teaching skills such as introduction, explanation, questioning, response, consolidation, ending and board design according to teaching tasks and students' characteristics. They can combine students' actual assignments and reasonable assessment of students' performance. Performing artical performances requires the ability to observe, perceive, generalize, and express, while English teacher students need to be honed in how to get along with students, how to manage class, how to handle textbooks, how to present classroom content, and so on. It can be seen that the drama performance helps students achieve knowledge internalization and self-feedback in a special form. It is a professional skill that can train English normal students well. It is a novel and effective way to train English normal students. The theatrical performance can also solve the problem of the transformation of the students from the training of the students to the training of the students themselves, and build a new practical system of cooperative learning, training and evaluation. In this practical system, students will be motivated to active learning, and their knowledge will be gradually and deeply internalized and practiced. The theoretical knowledge of listening, speaking, reading and writing in English will be applied to real scenes. And problems will be discovered then solved. Students will be more and more aware of the ability of the self, gradually know the goal of the self, and consciously improve the professional skills in all aspects. The teacher's timely guidance and motivation will assist and guide the students to finally find a way to learn independently. Therefore, the drama performance can greatly expand and extend the space for the training of English teachers, and play a role that is difficult to be replaced in classroom teaching, and promote the improvement of the skills of English majors.

## **4. The application of English drama performance in the cultivation of English normal students**

### **4.1 Teamwork**

In essence, English drama performance combines English learning with the form of drama performance. It is a unique English teaching class, and its rich connotation makes the teaching effect more prominent. In the application of English drama performance, the student is the subject, and English is the main content throughout the whole process, which is the key demonstration of drama performance. The stage involves many elements, from the selection of the script to the interpretation of the actors. The whole process is essentially a process of learning and presenting in English. It is presented in a unique form, which is different from the regular book-based classroom learning mode. It encourages students more in performance, communication, understanding, summing up the entire classroom or activities, from which the learning, practice, and consolidation of English subject has been accomplished. In the classroom, performance always requires mutual cooperation between the students. Everyone is an important member of the activity and needs to work together to complete the task. In the selection or creation of the script, the team members brainstorm and develop ideas. Before the official performance, the students need to rehearse and communicate repeatedly. During the rehearsal, the students will hear feedback and criticism from other members of the team at any time. Students are used to listening to different voices and getting a fast growth. [3] Theatrical performance is the result of the harmonious development of personal consciousness and group collaboration spirit. Therefore, the class members are firstly divided into groups of different numbers. The number of groups is not limited to giving students the greatest freedom and full creativity. Each team must have a leader, called the director, who is responsible for coordinating the affairs of the group. Each member of the group must have a role in each other to complete the design of clothing, props, etc and the selection of music and so on. Everyone work together and devote spare time to rehearsals and run-in. During the process, teachers should timely participate in the guidance, and ensure the freedom of students' creation and collaboration and give support to students timely.

## **4.2 Selecting and creating a script**

Before starting an English drama performance, one of the most important tasks that needs to be done at the outset is to pick the right script. In this process, teachers need to guide students whenever in need and students need to fully discuss the problem with each other. Repeated reading in English scripts requires reading a large number of English works. This is a test of English reading ability. After selecting the appropriate script, in order to carry out the understanding of the role and plot, the students also need to analyze the segmentation of the script, find the appropriate expression, and then understand and reshape it through the form of theatrical performance. At the same time, after repeated and extensive reading, students will have sensitivity and deep memory in English. The process of research and recording will also greatly improve students' English reading comprehension. This is actually a tempering aspect of the professional skills of English teachers. In the future, English teachers will deal with a large amount of text information, including textbooks, workbooks, teaching materials, other reading materials, etc., and also organize activities for students, which involve how to quickly, efficiently and accurately process different texts. Therefore, the selection and creation of scripts is a novel means of improving the professional skills of English teachers. In the process of applying drama performances, students should be encouraged to boldly innovate, explore classics, gain wisdom and sharpen their skills. In addition, the language expressions of the scripts of classic English plays may be unfamiliar to the audience, and the direct presentation may make them difficult to understand, which is likely to exert a pity impact on the overall stage performance of English drama. Under the premise of fully understanding the script, students need to reorganize some words according to the correct modern grammar to make it more understandable to make sure that it will not appear to be unconventional and abrupt in the performance. Therefore, it is very important to carry out the basic processing and writing of the script. This process involves the full understanding of the author's writing intention, imitation of the author's writing technique and language features, and separation or the recombination of some sentences. These are also test for students' English ability, especially writing skills, teachers also need to guide and fully motivate students in a timely manner.

## **4.3 Holding a drama competition**

The hosting of the drama competition can fully maximize the test of the ability of students. Due to the nature of the competition, there are standardized requirements and procedures for the competition. Participating in the participating teams will naturally implement the theories in the usual theatrical performance teaching and fully mobilize the various abilities to ensure that the goals are achieved within the specified time. Turning the results of a period of hard work into a stage reality will greatly inspire students' self-confidence, as well as the ability to test students' applied knowledge and the ability to innovate and create. In addition, the usual rehearsal will inevitably need to do the line practice, and the actual performance requires students to recite the lines. To a certain extent, it can well reflect the performer's English speaking ability. Experienced educators can skillfully integrate oral teaching into performance teaching, more intuitive and effective to improve students' oral English ability, create a good oral English learning atmosphere, and form a good communication and communication habits in English. Before this, the pronunciation practice of spoken English is very important. Students need to find deficiencies in repeated exercises, correct their mistakes, and combine the pronunciation and expression in the original script to learn and imitate, and then gradually integrate and form the characteristics of the characters. In the process of learning and imitation, it is necessary to pay attention to the teacher's timely guidance. The teachers should specially guide the timid, shy students to remove psychological barriers, push the students to move the first step to speak loudly in rehearsal, and to do repeated and effective training. Students who dare to practice loudly and repeatedly can improve their level of speech in the fastest time, and then the level of spoken English will also get a qualitative leap, which is the basic skill that English teachers should focus on training [4]. Therefore, holding a drama competition is an effective way to improve the professional skills of English teachers.

## 5. Conclusion

The development of English education and the promotion of new curriculum reform have brought new challenges and requirements to English teachers. At the same time, it also puts forward higher requirements for the cultivation of English teachers in colleges and universities as the mother of teachers. Colleges and universities should take the requirements of the new curriculum standards as the training direction, advocate practice-oriented, students as the main body, and strengthen the cultivation of English teachers' professional skills. [5] English drama performance, as a comprehensive art form, is of great benefit to enhance the personal qualities, aesthetic ability and professional skills of English teachers. Colleges and universities should create a good English learning environment, for example encourage the establishment of English performance associations, set up English drama competitions, and at the same time, teachers use different teaching methods to conduct appropriate English drama performance teaching. In English drama performance, students repeatedly rehearse and communicate in a vivid and connotative teaching environment. The theoretical knowledge can be applied in practice, and the literacy and ability will be exercised and promoted, which will in turn inspire students' potential of English learning. The application of English drama performance in the training of English normal students allows students to improve and develop the educational ability and teaching level in a vivid and interesting way, laying a good foundation for their teaching career after graduation.

## References

- [1] He Xin. An Empirical Study of College English Teaching Model Based on English Drama Performance [J]. Journal of Chaohu College, 2011(04):141-145.
- [2] Zhang Jinya. On the Role of Drama Performance in English Learning[J]. Curriculum Education Research: Study of Learning Methods, 2017: 152.
- [3] Xu Yang. Innovative Research on the Model of Drama Performance in the Teaching of Foreign Literature History[J]. Journal of Panzhihua College. 2016(06):66,90.
- [4] Li Ling. Analysis of the Current Situation and Countermeasures of Teaching Skills Training for English Normal Students[J]. Shaanxi Education (High Education). 2017(11):13-14.
- [5] Zou Juan. Exploration of the Vocational Skills Training of English Teachers in Colleges and Universities [J]. Education and Occupation. 2011 (30): 178-179.