

Teaching Exploration of Educational Drama in Primary and Secondary Schools

Yiru Wang

Sichuan College of Communication, Pidu District, Chengdu, Sichuan 610000, China

451088340@qq.com

Keywords: Educational drama, Primary and secondary schools, Teaching exploration

Abstract: In recent years, the concept of educational drama has been introduced into China, and has been tentatively carried out in the first tier cities, but it is still carried out in a relatively small academic circle, and has achieved certain results. So far, the education authorities and most primary and secondary schools have not carried out the experiment of educational drama, and even many people understand educational drama as teaching drama enlightenment course. Obviously, for our students who are used to the “Chinese style” primary and secondary school curriculum teaching, it is easier to accept a flat and static teaching method. This indoctrination mode has its advantages, and it can even be said that the mode is more suitable for our students, because our students follow a passive mode of thinking, so can the educational drama based on the western teaching concept be effectively played in our country? Or how can we carry out the teaching exploration of educational drama? This paper will focus on this proposition.

1. Introduction

With the advent of the information age, the sharing and exploration of global educational ideas is no longer a long way off. The exploration of educational drama in primary and secondary schools in some areas of our country shows the following characteristics. Firstly, there is no effective integration. The ideas and methods of educational drama are blindly implanted into primary and secondary school teaching, leading to students’ low acceptance and teachers’ abnormal teaching. Secondly, the teaching idea of educational drama is an exploration in China, which has not been approved by the government so far. The exploration of educational drama lacks theoretical research and practical exploration. Thirdly, whether the objects of educational drama are different or how to recognize them when they rise to the height of national culture is very insufficient at present. Therefore, before educational drama officially enters our country, we need to carry out more tentative exploration ^[1].

2. Is Educational Drama Suitable for Primary and Secondary School Teaching in China?

From the perspective of teaching practice in China, it is easier to accept different teaching concepts than ten years ago. The key to the application of drama education in China is cognition. For example, at the beginning, Chinese teachers thought that it was an educational form to cultivate

professional drama talents. But in fact, in the primary and secondary schools of western developed countries, drama activity course has been widely opened, but it is a targeted comprehensive course. Its function is not only to cultivate the feelings of drama, or the enlightenment of drama itself. In the words of Ralph, a famous American education expert, “Our performance is not to get prolonged applause or standing ovation, but about language, music, teamwork, adventure, discipline, diligence and self discovery.” “I can’t find a better way to develop children’s abilities in an overall way.” For our primary and secondary school students, the past exam-oriented education and the present comprehensive quality education can be regarded as the continuation of the path, and in the information age, tolerance must be the strong voice of the times. Through the exploration in recent years, we have seen the great charm of drama education, and many schools strive to develop a new educational drama course. This also shows that the primary and secondary schools in our country begin to pay attention from exam-oriented education to let children better understand themselves and find themselves when participating in drama activities, so as to tap more potential creation, learn interpersonal communication, better promote the overall development of intelligence, body and mind. Taking Chinese as an example, it should be presented in a dynamic, diversified and rich form, and even the process should be active participation, rather than following the book. As we all know, drama is a comprehensive performing art form, which can show people’s life actively and diversely ^[2].

3. Analysis on the Application of Educational Drama in Primary and Secondary School Teaching

3.1 Educational Drama is Closer to the Nature of Primary and Secondary School Students

Educational drama originated in the United Kingdom and the United States. From the birth process of educational drama, its main teaching method is to use the unique elements and methods of educational drama to carry out teaching. It focuses on the presentation of words and symbols that are difficult to understand or can’t be better understood by primary and secondary schools at this stage through dramatic performance and dramatic language. Its application of body language in the form of interpretation is the liberation of primary and secondary school students’ nature, and it better uses aesthetic experience and emotion to promote students’ teaching experience. Meanwhile, it also plays an educational role. For the nature of primary and secondary school students, the relationship between education and nature has always been a controversial topic. However, from the perspective of educational drama, this controversy has been solved in the process of integrated teaching, because educational drama has its own role in liberating the nature of primary and secondary school students. It can be seen that it is more important to liberate nature than to acquire knowledge in the educational concept of western developed countries. This is the essence of western education, which is worth learning.

3.2 Educational Drama is Rich in Content and Diverse in Form

Drama itself is a multi-disciplinary and multi-element comprehensive stage performing art. It is mostly presented in the process of editing, directing, arranging, performing and showing. In this process, according to the specific arrangements of the teachers, it shows rich and colorful forms of Chinese teaching, which not only conforms to the lively nature of children, but also enhances the learning interest of the children who participate in the activities. It can also promote their learning initiative, effectively improve their own imagination and aesthetic quality, at the same time, it can also improve children’s ability of expression, cooperation, exploration, creation and other aspects ^[3].

3.3 The Role of Teachers is Stronger in Primary and Secondary School Classroom of Educational Drama

When preparing lessons, teachers can study the text with the consciousness of drama, interpret the text in the way of drama, and design teaching steps with games, so that students can be attracted by drama games and become active in class, have a happy experience and take the initiative to create. It will be a great blessing to learn and grow up! Teachers should master the theory of educational drama. As long as they observe life attentively, give full play to their imagination and creativity, they can play games and act together with students in class anytime and anywhere, and change the role of teachers into the role of directors. In this way, they can better integrate into children's drama performance.

4. Construction and Implementation Strategies of Educational Drama Curriculum

4.1 Build Multi-Dimensional Educational Drama Curriculum System

From the perspective of establishing curriculum objectives suitable for primary and secondary school students in China, we need to establish a multi-dimensional educational drama system, so as to make primary and secondary school students benefit from the promotion and implementation of educational drama curriculum. Under the function of educational drama, we can obtain more “self-realization” rather than a single mastery of knowledge, such as the improvement of personal self-cultivation, the perfection of personality, and the psychological construction of aesthetic emotion. Meanwhile, through educational drama, we can further explore the following characteristics: correct self-expression, the courage to imagine freely, the courage to explore the unknown, innovative and creative thinking and the spirit of group cooperation. Therefore, starting from these characteristics, according to the overall conditions of primary and secondary school students in our country, we should carry out orderly development and build a multi-dimensional and diversified curriculum system to meet the requirements of improving students' core literacy.

4.2 Focus on Training and Implementation According to Different Years

At present, the whole country attaches great importance to “building morality and cultivating talents”. The *Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Building Morality and Cultivating Talents* issued by the Ministry of Education in 2014 proposed that “the Ministry of Education should organize research and put forward the core literacy system of students in each period, and make clear the necessary character and key ability that students should have to adapt to lifelong development and social development”. Based on this, educational drama for primary and secondary schools in different age groups should be developed according to the different characteristics of students, such as the age characteristics of students in different grades, the teaching objectives, physical and mental development characteristics of various disciplines and their ability levels in creative education drama. The objectives can be decomposed into drama courses in different grades of primary and secondary schools.

4.3 Build Integrated Curriculum under the Framework of Systematization

To meet the curriculum value of educational drama, we should reflect the systematicness and integration of the curriculum, aiming at improving students' core literacy. The integrated curriculum is based on the age characteristics, physical and mental development characteristics of students of all grades, as well as their ability levels reflected in the creative educational drama. The content is

from simple to deep, guiding students know step by step through the drama, so as to improve their understanding and reading ability. Meanwhile, this kind of integrated curriculum is based on the basic needs of discipline integration, so that the teaching of various disciplines and creative educational drama can be better integrated, resulting in a new perfect curriculum, making the formation of a curriculum system with regional characteristics and school characteristics. For example, we can set up a drama class every week to integrate the characteristics of various disciplines with educational drama, infiltrate creative educational drama into the teaching of various disciplines, form an integrated curriculum of educational drama, so as to enhance students' interest in learning various disciplines, and transform students' passive learning into active exploration.

4.4 Use Educational Drama to Set Up Various Learning Groups

Through a period of integrated teaching of educational drama, and then according to the students' interests and specialties, we can set up a variety of student learning groups, including director, shooting, actors, drama, sound effects, props production, costume and dance beauty, poster production, etc., so as to improve their overall thinking ability through further study and practice. Meanwhile, we should let them expand their thinking ability, such as hiring experts and professionals outside the school to increase the professionalism of educational drama, and training full-time drama education teachers in school to divide the teaching situation, so as to provide diversified choices for the development of students with different potentials and personality characteristics, and meet the personalized needs of each primary and secondary school student. In these learning groups, we must formulate the rules and regulations of different learning groups and the methods of educational drama single assessment, so as to better stimulate the learning enthusiasm of each learning group and produce positive impact on each learning group.

5. Conclusion

The answer to whether educational drama can be carried out in China is yes. As an exploration of teaching instrumentalization, educational drama must recognize its characteristics of instrumentalization. It must be combined with the actual development of primary and secondary schools in China and the concept of comprehensive quality education to better help students get more inspiration through educational drama without pressure. Through rehearsal and other novel ways, students can receive education full of happiness. From the perspective of professional drama, educational drama does not pursue professional skills. What educational drama emphasizes is not the superb artistic level, but the happy growth and good teaching experience of primary and secondary school students through educational drama. Under the premise of meeting certain requirements, we expect the students of primary and secondary schools to appear with the spirit of independent efforts, and know how to adhere to and stick to it. Although not for the purpose of professional drama art, the teaching methods of various subjects in primary and secondary schools will create more surprises and colorful drama achievements under the effect of educational drama.

References

- [1] Ma Liangyu. *On the Role of Drama Performance in Primary School Chinese Teaching*. Chizi (first fifteen days in a month), vol.8, no.14, pp.15, 2020.
- [2] Gu Shu. *Practical Exploration of Educational Drama in Primary School Chinese Classroom Teaching*. Shanghai Normal University, vol.3, no.9, pp.32-33, 2019.
- [3] Jia Feixue. *Research on the Application of Drama Teaching Method in Primary School Chinese Teaching*. Sichuan Drama, vol.5, no.9, pp.152-155, 2019.