

# On the Background and Significance of Enriching Drama Education Classroom Scenes

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**Abstract:** This article mainly starts from the expectations of drama education and its uniqueness, and expounds the meaning, requirements and expectations of enriching the classroom scene of drama education. The article is divided into five parts: the first part clarifies the background of the topic selection and the research purpose; the second part illustrates the four-fold expectations of the educated for themselves, parents for their children, the school for students, and society for the youth. The third part compares traditional cultural classrooms and traditional drama societies to illustrate the uniqueness of drama education classrooms from four aspects: educational goals, teaching relationships, teaching methods, and teaching scenarios; the fourth part clarifies the two most important aspects of enriching the drama education scene. The fifth part summarizes the full text and looks forward to the rich drama education classroom scene that makes full use of the existing resources.

**Keywords:** Drama Education; Pedagogy; Teaching Scenarios; Expectations and Functions

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## Introduction

At present, drama education classes are mostly restricted to campus classrooms. However, the external stimulus brought by changing scenery is hard to replace. As put by David Davis, “The most useful aspect of drama for young people is that it can place them in a circumstance where they are faced with choices and make choices, thus giving them opportunities to become more humane.”<sup>①</sup>

As a three-dimensional aesthetic education and a universal quality education, drama education classes should boldly use different scenes and give full play to their strengths to meet complex expectations.

Therefore, with the inspiration brought by the PBL and nature education models, in this paper, we plan to investigate the characteristics of drama education classes and the expectations of various groups on how to empower adolescent students with drama classes. Thus, we can explore the significance of enriching drama education class scenes combined with several drama education class cases.

## 1. Complex expectations of teaching achievements of drama education

The teaching achievements of drama education, an essential part of aesthetic education, arouse complex expectations among the educated and their families, education practitioners, and even society.

### 1.1 Expectations from the educated

#### 1.1.1 Knowing oneself

People are born curious about themselves. Good early self-recognition paves the way for self-knowledge, self-love, self-confidence, and freedom.

#### 1.1.2 Knowing society

The significance of campus life is not only to form moral concepts and impart basic knowledge but also to provide a safe stage for cultivating students' sociality without equal punishment from real society.

### 1.2 Expectations from the families

#### 1.2.1 Independent development

Parents gradually hold a mentality of “allowing their children to do what they want” and expect their children to pursue their life goals more naturally.

## **1.2.2 Good family relationships**

Family relationship perplexes generations. In terms of feeling, understanding, and expressing love, there usually exist big misunderstandings and gaps between children of the 21<sup>st</sup> century and their parents.

## **1.3 Expectations from the educators**

### **1.3.1 Diligent studying and thinking**

Under an inclusive environment, more independent thinking space for dialectical thinking can be provided to students. Richer teaching scenes will bring about a more positive presence attitude among students.

### **1.3.2 Showing determination in one's pursuit and making clear one's courtesy**

The way to get along with people can reflect a student's real self-cultivation. Understanding and respect for all need to be guided correctly and continuously.

## **1.4 Expectations from the society**

### **1.4.1 Escaping from the predicament**

The world is facing a series of global problems. Thus, more social expectations are given to teenagers in the new era. Games and imitation in drama is exactly the way for us to become more sympathetic and responsible.

### **1.4.2 Discard indifference**

Teenagers are more likely to hold the double-edged sword of rebellious consciousness and spirit. In order to lead them towards the positive direction of breaking the old and establishing the new, and adhering to upholding justice, their positive rebellion and strength of maintaining social orders need to be trained.

## **2. Particularity of drama education class teaching**

Explore and give play to the particularity of drama education classes from theoretical and application levels is the foundation for the development of drama education.

### **2.1 Teaching objectives**

Traditional cultural classes primarily pursue achieving students' commonness, popularizing their shared sense of life, training their basic abilities, and serving for their further studies and examinations.

In contrast, drama education classes are more beneficial to every student in school and tend to serve students' personal growth and long-term development. Drama education classes mainly aim to develop the personalities and characteristics of the educated and finally serve their comprehensive qualities within their life dimensions through self-exploration and recognition.

### **2.2 Relationship between teaching and learning**

The teaching methods of traditional cultural classes are primarily one-way teaching from teachers to their students. However, drama education classes emphasize personality development and encourage individual differences, an interactive relationship between teaching and learning can naturally take shape and prove necessary, and the teaching-learning relationship in a drama education class is more inclined to be a type of "scaffolding." This teaching method will bring students more independent space and a sense of autonomy.

### **2.3 Teaching methods**

A traditional cultural class has relatively fixed content and often uses a dichotomy method to judge right and wrong, with compliance to standard answers as its teaching method. However, the teaching content of drama education classes is relatively free, and students can be taught per their aptitude. All answers that can be validated and justify themselves are acceptable. And drama education classes are to apply comprehensive training methods to achieve mastery of life experiences through drama.

### **2.4 Teaching scenes**

Traditional cultural classes' teaching scenes primarily include on-campus and indoor teaching environments. However, the dark green whole-block or sliding blackboards, gray electronic screens, and projectors effectively strengthen teachers' sense of authority as the source of knowledge.

The teaching scenes of drama education classes can overlap with the two described scenes. However, these classes should be carried out flexibly and freely in more diversified scenes according to local conditions, with the complex expectations they receive and their different teaching purposes considered.

## **3. Significance of enriching drama education class scenes**

Enriching the realization of drama education scenes will broaden the objectives of teaching performances and establish

the fundamental interests of the educated on arts and their transferable aesthetic habits. The educated will gradually become curious, confident in expressing themselves, self-loving, and empathetic. Meanwhile, they can develop and exercise their abilities to consciously understand life and recognize society. Giving full play to the features of drama education and striving to realize the multiple expectations are the original aspiration and the significance of enriching drama education class scenes.

Teachers can bring students out of classrooms in drama education classes and step into fields, streets, and alleys to feel the seasonal changes in fields and the temperature rise and fall in cities day and night. In fields, students can see the fast growth of seedlings, and at the top of mountains, they can witness myriad changes in star trails. In this way, the dimension of time becomes smaller, and we start to feel the natural and concrete flow of time. Each class has the same time, but each student gains a different experience. It is the differences that make the class precious.

And the student with the strongest logical reasoning capability in mathematics may not be the fastest runner in physical education classes. Going out of campus and theaters and stepping into communities, countryside, and nature will encourage every student to discover and develop his or her unique potential.

#### 4. Conclusions and prospect

The proposal of enriching drama education scenes is based firstly on people's expectations of drama education and its characteristics. The former reflects the most practical and concrete requirements of contemporary education. In most cases, people's expectations are not fully satisfied at present, which needs to be addressed urgently. The latter points out the unique teaching fields, objectives, and methods that drama education is good at serving. Only through applying multiple teaching methods simultaneously can educators construct an increasingly complete teaching system for the educated.

The roles of teaching scenes manifest themselves in traditional cultural classes and traditional drama clubs. The significance of enriching drama education scenes is to actively respond to the complex expectations of different groups of people on teaching results of drama education and give extreme play to the charm, energy, and influences of drama education.

The exploration of enriching drama education scenes should take goals as its orientation. Typification and qualitative studies should be gradually carried out to analyze the possibility of using various environments of city, countryside, and nature as teaching scenes. Thus, a more perfect and diversified drama education class system adapting to local conditions, born in local land, and serving local people can be established.

During the process of gradually enriching the teaching scenes of drama education classes in the future, the cultivation and construction of comprehensive ability will undoubtedly be involved. Relatively high requirements have been put forward on teachers and their teaching, various problems of funds, safety, teacher staffing, and curriculum design still need to be solved.

#### Notes

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