

A Probe into the Popularization Ways of Early Childhood Educational Drama in Kindergartens

Qi Zheng^{1*}, Yuanyuan Nie², Ramir S. Austria³

University of the Cordilleras, The Philippines

Abstract: Early childhood education drama lessons can be simply explained as educationally meaningful drama training for children before the compulsory education stage. Its educational characteristics are preschool children as the main body of education, paying attention to the preservation and protection of children's nature, and through educational drama Symbolic games, imagination games, pretend games, social drama games and other links further expand children's social cognition. Its purpose is to inspire the development of students in moral education through the art form of educational drama, and use drama as a carrier to further liberate children's nature, enlighten children's minds, improve children's personality and through participating in drama appreciation, creation, performance, and imitation. Play a vital role in children's creativity and other aspects. However, there are still many huge problems in the general acceptance and large-scale promotion of early childhood education drama classes in our inland cities. I have discovered the current promotion of kindergarten education drama classes by exploring the promotion methods of early childhood education drama classes in kindergartens. The biggest problem is the lack of professional teachers' resources and the kindergarten's insufficient understanding of the importance of educational drama.

Keywords: Educational drama class; Popularize; Professionalization

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***Corresponding author:** Qi Zheng, 1037851152@qq.com

1 Analysis of Educational Drama

1.1 Definition of Educational Drama

Educational drama class is an educational course with drama art as its educational content. It applies drama methods and drama elements in teaching or social cultural activities, so that learning objects can achieve learning goals and objectives in drama practice, and thus develop in all aspects Course.

1.2 Features of Educational Drama Class

Educational drama classes can transform the relationship between teachers and children into "two-way transmission." The freedom of educational drama classes determines that teachers and children can be on the same starting line, and the teachers' responsibilities in the process of educational drama classes It is to guide children so that they can create and show drama plots that reflect their subjective consciousness from their daily lives under the guidance of teachers, so that they can perceive life and experience life in the drama plots^[1].

1.3 The purpose of educational drama

Throughout the current international and Hong Kong, Macao and Taiwan regions of educational drama, it is no longer a drama art education in a simple sense, but educational drama has become an important indirect and effective way for students to learn and understand^[2] the world. Educational drama courses should be a lifelong course choice for children to cultivate students' comprehensive abilities and qualities.

2 Problems arising from the current development of educational drama courses in kindergartens

2.1 One-sided teaching, lack of teaching materials

Through my investigation and literature review, it is found that both kindergartens that are well-developed in educational drama classes or kindergartens that are new to educational drama classes have a serious problem of extreme lack of teaching materials and materials for educational drama classes. I explored the content of educational drama courses and put forward my own point of view: educational drama courses are becoming more professional, but the content of the courses is extremely one-sided^[3].

2.2 Educational concepts are relatively conservative

My investigation found that the general public's concept of the kindergarten educational drama class has changed from "useless play training" to "children's comprehensive ability training". However, this is just a minority group's consciousness change. Although everyone adopts an attitude of acceptance and practice towards educational drama classes, a large part of the groups still have conservative ideas and ideologies, one-sided view of educational drama classes, and hold an attitude of not understanding or supporting them.

2.3 Missing policies for educational drama

the 2002 national education syllabus also included "drama" in the general education syllabus. However, to this day, it is still difficult for us to see the full development of educational drama classes. I am sure that this is a protracted battle, but why is drama education still not resolved after the education system has been improved? This is a question worth thinking about.

2.4 Lack of teachers for drama education

Throughout this thesis, it is found that the reason for the large gap in drama education between China and the West is not only the imperfect education system, but more importantly, the serious shortcomings of teachers. Most drama teachers in drama clubs or drama workshops are teachers who are good at liberal arts.

3 Analysis of the Problems in the Promotion of Kindergarten Educational Drama

3.1 Poor applicability of teaching materials for educational drama

At this stage, most kindergartens in our country do not have professional educational drama teachers^[4]. Most of them are ordinary kindergarten teachers who know and understand this course through self-study of related textbooks of educational drama, so the ability to adapt and monitor the teaching materials is not yet Very strong. In the final analysis, there is no major suitable for preschool education in terms of content and purpose in early childhood education drama textbooks, so the lack of a unified educational drama teaching model and teaching materials, so that drama education cannot be fully promoted^[5].

3.2 Educational drama curriculum knowledge urgently needs to be popularized

According to my investigation, there are not many parents or even kindergarten teachers who really understand the educational drama class. The answer to the question of what is taught, how to teach and why in the educational drama class is the same. my country's drama culture has a history of more than a hundred years. Educational drama is a "fish that slipped through the net" under the new model of the new era^[6].

4 Specific measures to promote drama education in kindergartens

4.1 Professional drama enters the campus

I suggest that the "professional drama enters the kindergarten" activity can be carried out. The reason I suggest to enter the kindergarten is because, relatively speaking, it is more convenient for art school students to enter the kindergarten. At the same time, it is also to allow most middle and young children to participate in it and feel the charm of drama^[7]. The excellent reporting repertoires of higher art schools and the excellent repertoires of social drama troupes communicate with the kindergarten related instructors to select drama appreciation repertoires suitable for kindergarten children to directly stimulate the kindergarten children's attitude towards educational drama with professional drama performances.

4.2 Integration of professional drama teaching materials

Although each kindergarten has its own teaching plan and teaching tasks, the lack of teaching materials cannot be achieved in one step at this stage^[8]. The drama script can be brought into the kindergarten, and then the teacher can adapt it according to the situation of the school, so that the drama can be guaranteed to a certain extent. The standardization can also be more in line with children's psychological demands and curriculum standards^[9]. I suggest that the normative drama curriculum at the pre-school education stage should include three parts: the re-editing of Chinese and foreign classic children's stories, the creation of children's life stories, and the accumulation of drama common sense.

4.3 Strengthen the cultivation of masters

Whether it's my own investigations or the reference of educational drama materials from previous scholars, we can clearly see everyone's attitudes towards professional educational drama teachers. The lack of non-professionalization has led to very different goals in educational drama courses for cultivating students, so teachers' Professional training is the top priority for the development of educational drama^[10]. I think that most drama colleges can take up this responsibility, offer drama education courses, and use advanced educational concepts and rich drama knowledge to cultivate a group of high-end and sophisticated drama education professionals. Here, I have to advocate the performance teaching system of the Xiejin Film and Television Art College of the Normal University. The students of the performance class can choose between the performance teacher class and the performance class in the third year. The performance teacher class students learn courses on drama education, such as "Introduction to Drama", "Pedagogy", etc., and provide students with opportunities for teaching practice. But like students in acting classes, professional courses such as acting lines are not contradictory, they only learn from each other. I believe that this distinction between performance teaching in colleges and universities has greatly enhanced the employment rate of graduates, and at the same time has contributed to the teachers of kindergarten early childhood drama education.

5 Conclusion

Kindergarten teachers and students are trying to find a way out for the popularization and development of educational drama courses, but they lack professional teaching and teaching materials, so the way of development shows a free and casual "guerrilla" teaching style. In addition, through my research on parents and teachers and other social groups, I have seen that the public's concept of educational drama is gradually changing, but the deep-rooted traditional educational concepts have slowed the development of educational drama concepts. If we want to speed up the advancement of educational drama courses, we must first infiltrate the influence of drama and educational drama into the public's cognition. This is a conceptual update and progress, and secondly, we must proceed from the details to cultivate and develop teaching materials in professional fields. The results of pilot training are shown, and drama education is gradually popularized in the education plan of kindergartens across the country. The second step is to speed up the improvement of the education system. This is the long-term solution to achieve the goals of kindergarten educational drama classes from scratch, from single to multiple, from "elite" to "universal".

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