

Analysis of the Value of Educational Drama in Children's Language Acquisition

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Abstract: With the reform and innovation of modern education, children's education is experiencing significant changes. As a kind of integrated teaching method of art and education, educational drama is introduced in China, which has a positive impact on children's language acquisition and is worthy of further exploration and practice. The research covers three aspects, namely content, method, and aesthetic education, and believes that organizing corresponding activities can stimulate children's curiosity and desire to explore and provide them with new opportunities for communication, interaction, and practical exploration. Further research puts forward several feasible and effective strategies, through organizing multiple activities to enhance children's aesthetic education based on drama art and innovating multiple forms to promote their growth. This effectively reflects the positive role of educational drama on children's language acquisition.

Keywords: Educational drama; Children; Language acquisition; Value exploration; Value realization

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1. Introduction

The concept of educational drama originally originated in France, when the educationalist Rousseau noticed that drama could help teachers achieve their educational goals, hence began his studies ^[1]. Later, the American educator John Dewey, based on inheriting Rousseau's thought of natural education, introduced the concept of educational drama into teaching. When Drama in Education (DIE) was introduced into China, people translated it as "educational drama" and began to apply it in educational institutions ^[2]. However, treating educational drama as a school activity course equivalent to other teaching courses expands the concept of educational drama to some extent. It was found that it was more suitable to serve as a teaching mode to promote children's learning and growth with an educational process that adapts to the law of children's cognition and development.

1. An overview of educational drama and children's language acquisition

Educational drama is a teaching method of language acquisition and interaction through participation in drama activities ^[3]. It encourages children to better understand what they have learned and improve their thinking and cognitive ability through imitation, acting, and games. Combining educational drama with children's language

acquisition allows them to learn through play, which not only cultivates their verbal expression skills but also exercises their bodies and improves their social skills, while also helping them to better understand and absorb new knowledge. Specifically, children are immersed in dialogue and communication in the atmosphere and can develop their oral expression skills by watching and listening to plays, being able to understand the characters and form a complete story understanding. Reading, acting, and writing plays can stimulate their inner potential and achieve deep thinking and independent learning ^[4]. In other words, educational drama plays a role in promoting the absorption, internalization, and application of children's language knowledge, which is worthy of in-depth exploration and practice.

2. The value of educational drama in children's language acquisition

2.1. Content

Language is an important tool for a child's inner self-construction and external social communication during their growth. According to the study of language acquisition theory, children's language acquisition mainly includes three aspects. Firstly, grammar, which is the foundation of language rules. Secondly, in the cognitive category of language acquisition, language is not only a way to express words and sentences, but more importantly, emotional information transmission. Third, the practical behavior of language, which is the actual language application formed based on cognition and grammar ^[5]. Children's learning of language content is a necessary process of language development. Just as Chomsky put forward, human beings have an "innate device" to learn language. When children are born, they are said to be in the "initial stage," which gradually changes from an "unstable state" to a "stable state" as they grow ^[6]. In other words, children's language acquisition is not a process of direct indoctrination of content, but a process of gradual stability under environmental stimulation.

2.2. Method level

According to research, children learn languages differently, but the most active way to stimulate their language expression is still to play a role and output content. In other words, children's language learning is not instilled by external forces but is learned in a relaxed and natural environment. As they gain experience through direct perception and contact with the environment, a rich language environment is particularly important during language learning. We can achieve better results by setting up the right situation to facilitate thinking and inquiry rather than forcing them to do so ^[7]. For example, children who participate in role-play activities are more confident although they do not communicate much with the teacher. This, in contrast to their silence during a simple question-and-answer session, illustrates children's unique need for a language-learning approach.

3. Level of aesthetic education

In the process of language learning, children begin to pay attention to the fluency and completeness of expression, which is the initial embodiment of children's aesthetic education needs. Children will practice a sentence repeatedly to complete their expression until satisfied, which illustrates children's needs for language aesthetic education ^[8]. In other words, educational drama can promote aesthetic education to a certain extent and realize multiple collaborative education. If we say that visual beauty is appreciated by the audience, then the aesthetic beauty of language and literature is to let the readers have a beautiful imagination ^[9]. In the process of language learning, children strive to make their language expression smooth and natural so that listeners feel

comfortable and happy. This is also a part of language and literature, which is conducive to the improvement of children's aesthetic education quality and level, and also lays the foundation of aesthetic education imperceptibly and creates a brand-new chapter of aesthetic education.

3.1. The realization of the value of educational drama to children's language acquisition

3.1.1. Organize diverse activities around children's subjects

(1) Create real scenes to stimulate the desire for expression

Educational drama can be created using real and vivid scenes. When children participate in the story, it can stimulate their desire for language expression. Compared with traditional language teaching, educational drama pays more attention to the creation of situations, allowing children to play freely and express themselves in a relaxed and natural atmosphere^[10]. The creation of real scenes not only helps children acquire grammar and vocabulary but also cultivates their ability for language organization and expression.

(2) Organize role play and experience different identities

Role-playing sessions provide the opportunity for children to experience different identities and learn diverse ways of expressing language. By taking on different roles, children can learn to think from different perspectives and understand the feelings and needs of others, thereby improving their empathy and communication skills^[11]. The author agrees that such teaching methods can also help children broaden their horizons, enhance their cognition, and enhance the diversity and flexibility of language expression.

(3) Develop communication skills through group discussion and cooperation

Group discussion and cooperation sessions in educational plays encourage children to actively participate in communication and develop their communication skills and teamwork. In this process, children are not only required to express their own opinions but also listen to and respond to the opinions of others. It is clear that after many interactions, children will be able to enhance the logic and coherence of language, as well as exercise their critical thinking and problem-solving skills.

(4) Drive individual expression and encourage innovative thinking

Educational drama respects the individuality and uniqueness of each child and encourages them to express ideas and feelings through their means. This process of personalized expression helps cultivate their innovative thinking and creative abilities, encouraging them to try new ways of expression and language techniques. In the future, it is an important educational innovation direction to drive children's personalized expression, which is worthy of exploration.

3.1.2. Enhance children's aesthetic education based on drama art

(1) Role play and language practice

In educational drama, role-playing is one of the core links. As mentioned above, the drama that excavates artistic expression can better coordinate with aesthetic education to promote children's learning progress. By playing different roles and simulating real situations, children can practice and express what they learned. It not only exercises children's language expression ability but also allows them to experience different emotions and life experiences in the role play, thus enriching their whole education experience.

(2) Plot display and emotional resonance

Dramatic arts allow children to be exposed to a variety of life situations and emotional stories through rich plot presentation. It not only attracts their attention but also inspires their emotional resonance.

For example, different stories about friendship, love, and family affection will inspire children to think deeply, explore deeply, experience the beauty and power brought by different emotions, and enhance the ability of emotional aesthetic education.

(3) Theme thinking and value recognition

Educational drama helps children establish a correct worldview, outlook on life, and values through deep thematic thinking. In the process of participating in drama performances and discussions, children not only learn the themes and ideological connotations but also comprehend the true meaning of life. This inspires children to think about their life journey, which is of great significance for their all-round development.

(4) Artistic aesthetic education and creativity stimulation

Through the experience of artistic aesthetic education in educational drama, not only can children appreciate the existence of beauty but also create and spread beauty with practical actions^[12]. In the expression form of drama art, children can learn how to use language, action, expression, and other means to express their ideas, thus cultivating their artistic aesthetic education ability. If children have the opportunity to create independently, they will certainly use the acquired language to express themselves and form their unique works, and this kind of education form will also be promoted in future practice.

3.2. Innovative and diversified forms of education promote children's growth

When discussing the realization of the value of educational drama in children's language acquisition, we have to mention the importance of multiple innovative teaching forms to promote children's growth. The traditional teaching mode is often teacher-centered, where children passively accept knowledge. Educational drama, on the other hand, is children-centered and facilitates teaching through multiple forms such as role-playing and improvisation, thus cultivating their initiative and creativity^[13]. The author believes that educational drama is not only a form of art but also an interdisciplinary teaching form. By combining drama with disciplines such as literature, history, and art, we can provide children with richer learning resources and insightful perspectives^[14]. For example, in the study of Shakespeare's plays, children can not only learn literature knowledge but also think about problems with imagination and creativity, explore the close connection between art and life, taste social events based on stories, expand their horizons of knowledge, and improve their comprehensive quality. There are many similar classic dramas, and China's 5,000 years of history have also promoted excellent culture and advanced ideas^[15]. In addition, educational drama emphasizes practicality, where children learn and grow through personal participation and practice. Drama practice combines theoretical knowledge with practical operation, where children can choose the plays they want to perform spontaneously, and can freely organize and assign tasks to explore the wonderful emotional experience brought by different plays, which increases their self-confidence and sense of accomplishment. Through participating in the emotional experience of drama performance and creation, children can better understand and express their emotions, form a sound personality, and even achieve mental health education and cultivate social adaptability based on aesthetic education. To sum up, innovative and diversified forms are an important way to implement educational drama in children's language acquisition. By breaking the traditional teaching mode, and integrating teaching across disciplines, practical teaching, emotional education, and personality cultivation, we can provide children with a richer, diversified, and in-depth learning experience. In future educational practice, we should continue to deepen the research on multiple innovative teaching forms, to protect the all-round development and healthy growth of children.

4. Conclusion

Through educational drama, children can learn the language in practice and improve their expression ability and language skills. At the same time, educational drama can also cultivate their awareness of aesthetic education, enhance their ability to appreciate language arts and realize the innovation of aesthetic education. To give full play to the role of educational drama in children's language acquisition, teachers should organize multiple activities to enhance their aesthetic education based on drama art and innovate multiple forms to promote children's growth. This way, we will modify the modern education model to provide better teaching to children.

Disclosure statement

The author declares no conflict of interest.

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