

Exploration of Drama Education in the Practice of Aesthetic Education in Chinese Universities

-- Taking Tianshui Normal University as an Example

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Abstract: Based on the relationship between the cultivation of aesthetic ability and drama art education, this paper analyzes the aesthetic connotation of drama education and the current situation of drama education in colleges and universities, and takes the drama club in colleges and universities as the research object to analyze the realistic path of drama education to improve the aesthetic ability of colleges and universities. , in order to clarify the strategy of the integrated development of drama education and aesthetic education in colleges and universities, especially the improvement basis and implementation direction of the lack of implementation of aesthetic education in colleges and universities in western China.

Keywords: Aesthetic Education; Drama Education; Local Colleges and Universities; Art Practice Activities.

1. Introduction

Drama education is an important part of aesthetic education in my country and an important way to cultivate the core competencies of college students in my country. Judging from the implementation of aesthetic education policies in recent years, both the national level and local art education development have incorporated aesthetic education into normalized development strategies.

For the current situation of the development of aesthetic education in the ascendant, as far as the local art education in Gansu is concerned, how to base itself on the present, grasp the policy direction, and gradually improve and improve the aesthetic education ability of college students in Longyuan colleges and universities and the construction of the drama education system is a very important era. Significance of representation and positive educational reflection. As far as the current situation is concerned, compared with the significant aesthetic education effect and relatively easy operability of music, art, dance and other courses, the aesthetic education practice effect and theoretical research of drama education are still not ideal. This article grasps the relationship between the cultivation of aesthetic education ability and drama art education, the connection between aesthetic experience and personality cultivation, aesthetic education and moral education, follows the characteristics of the development of aesthetic education, analyzes from specific cases, and draws conclusions on how to improve the aesthetic education of college students in a targeted manner. The current situation, through the evaluation of effects, provides the basis and direction for improving educational practice, which is the key proposition and effective path to help educate people in aesthetic education today.

2. The Connotation and Function of Aesthetic Education in Drama Education

In terms of the concept of aesthetic education proposed and defined by Chinese and foreign scholars over the past century. First of all, the origin and development of aesthetic education

are accompanied by human civilization throughout. In 1873, the philosopher Schiller first proposed the concept of "aesthetic education" in "Books on Aesthetic Education" and defined aesthetic education as aesthetic education, which is the reshaping of people's cognitive literacy and the reconstruction of values. In the late Qing Dynasty and early Ming Dynasty, Mr. Wang Guowei clearly proposed the concept of "aesthetic education" for the first time, and discussed the characteristics, functions and impact of aesthetic education on education in "Confucius's Aesthetic Education". He said that Confucius' education "begins with aesthetic education and ends with aesthetic education." He further explained: The so-called "beginning with aesthetic education" means that Confucius talked about being "interested in poetry" and also led students to "play with the beauty of nature", with the purpose of "cultivating their aesthetic feelings in daily life." [1] Later, the educator Mr. Cai Yuanpei proposed the educational idea of simultaneous development of five educations, which was the first of its kind. Mr. Cai Yuanpei believes: "Aesthetic educators are those who apply aesthetic theories to education with the purpose of cultivating emotions." [2] Therefore, based on the discussions of famous Chinese and foreign experts, this article believes that aesthetic education is used to cultivate people's emotions and improve ideological quality and morality. An aesthetic education of sentiment and cognitive literacy.

As an important part of aesthetic education, drama education has significant aesthetic connotation. First of all, from the perspective of the origin and development of drama education, ancient Greek drama should be the source of the Western drama education tradition. Today, drama education has been fully integrated into the Western education system and is now one of the important forms of education in Western countries. As far as my country's drama education is concerned, in the 1990s, Li Yingning, known as "the first person in Chinese drama education", and Professor Sun Huizhu of the Shanghai Theater Academy introduced the concept of drama education and related concepts from Britain, the United States and other countries. Theory and Methods. Professor Sun Huizhu divides drama education into two models: professional education and general education. The

former refers to professional talent education engaged in drama work such as performance, script creation, stage design, director, costume makeup, etc., while the latter refers to "centering on drama, setting up drama appreciation, drama lectures, etc. to popularize and experience drama art, so as to Drama General Education for the Purpose of Improving People's Aesthetic Taste and Humanistic Quality" [3]The drama education that this article focuses on is drama general education in a broad sense.

The above has discussed the concepts and connotations of aesthetic education and drama education. It needs to be pointed out that as an important art category in aesthetic activities, drama constitutes a unique cultural mirror image of human beings themselves. In other words, instead of saying "I watch the play", it is better to say "I watch myself in the play". From this point of view, the aesthetic process of drama is very special. The effect of deeply exploring its educational function within a certain range is very significant. If it can develop from "I watch me in the play" to "I play me in the play" to "I reflect on myself", then the educational function of drama will be revealed in a real sense, thereby achieving the purpose of aesthetic education in colleges and universities. The "educational drama" that has emerged in recent years is an extension of this function. Simply put, the concept of educational drama is to use drama methods and drama elements to explore the possibilities of education and teaching. It emphasizes "promoting students' self-knowledge, imagination, creativity, personality, The development of comprehensive literacy such as emotion, social cognition and humanistic spirit." [4]

Looking at the national education policies and new concepts put forward by relevant experts in recent years, the emphasis on aesthetic education reflects our efforts at the national level to get rid of the original relatively one-sided functional understanding of education. It can be said that whether it is drama education or aesthetic education in other arts categories, the consensus reached is that "the purpose of education is not just to impart knowledge, nor to turn generations into reading machines; nor is it just to impart skills, cultivate many machines that can eat on the production line. The ultimate significance of education lies in the improvement of human quality, and the comprehensive improvement of human quality does not seem to involve utilitarianism and does not point to direct practical results, but it ultimately has a positive impact on social development. The positive promotion effect is limitless."

3. The Current Situation and Existing Problems of Drama Education in Colleges and Universities in My Country

Based on the current research results in the mainland of my country, the attention and discussion on drama education in colleges and universities, especially general drama education, mainly focus on these three aspects: one is to describe the necessity and importance of drama education; Analysis of existing problems in drama education in colleges and universities, discussion of development directions and strategies; third, investigation and research on campus drama. Below, this article will be summarized into two points for elaboration.

3.1. Comprehensive Research on Drama Education in Colleges and Universities

The attention and discussion on the general education of drama in colleges and universities mainly focus on the elaboration of the necessity and importance, the analysis of the existing problems and the discussion of the development direction and strategy. Some scholars, such as Han Tingjun and Ji Xiaobing, clearly stated in "The Invalidation and Reconstruction of the Cultural Functions of General Drama Art Education in Colleges and Universities" that general education in drama art in colleges and universities shoulders the role of inheriting the cultural spirit. In addition, Na Yuanwang conducted a relatively comprehensive survey and analysis of the cognitive status of campus drama education in the form of questionnaires in the "Investigation Report on the Popularization of Drama Education in Colleges and Universities in Guangxi" ("Drama House" No. 34, 2020), and proposed Suggestions such as increasing the popularity of drama with the help of more media, encouraging students to create dramas, and strengthening inter-school exchanges of drama activities are all inspiring and referential, but how effective are these suggestions in the implementation process? , and did not make the proper evaluation system.

3.2. Investigation and Research on Campus Drama Clubs and Other Drama Activities in Colleges and Universities

Based on the existing research results, it can be found that the attention and research on drama clubs in colleges and universities are basically carried out from the aspects of campus culture construction and drama culture development, and no parallel research has been done with college drama general education. Although campus drama clubs are an important part of aesthetic education activities in colleges and universities, many colleges and universities have set up drama clubs to rehearse small-scale dramas. However, according to the survey, many opinions and suggestions have good reasons for implementation, but they have not been seen. Introduction and evaluation of practical activities and implementation effects of campus drama clubs. Due to the lack of a holistic and systematic training framework for drama general education in colleges and universities, it is difficult to integrate various opinions and suggestions, systematically cooperate with each other, and effectively implement them, so it is also difficult to evaluate the effects and then evaluate educational practice gives the basis and direction for improvement.

The real problem lies in the lack of awareness and understanding of the role of drama education in aesthetic education in ordinary colleges and universities in our country. The reason is actually closely related to the educational concepts in the field of basic education in our country. Nowadays, students in the basic education stage are under great pressure to enter a higher school, and they pay more attention to scores than quality improvement. In essence, aesthetic education is an educational process to improve people's quality. "Of course, the actual operation of this education involves a lot of Content related to art knowledge and skills, but quality improvement is difficult to measure, only knowledge and skills can have a relatively mature evaluation and measurement system. Therefore, in actual aesthetic education activities, this education should focus on quality improvement The process is often replaced by the

teaching of knowledge and skills," from this perspective, it is not difficult to understand why the promotion of music, art and even dance courses are more likely to obtain positive responses in aesthetic education. Relatively speaking, drama is highly comprehensive and to a certain extent is an artistic practice that is difficult to measure. Therefore, drama education is more difficult to develop whether in universities, middle schools, or primary schools, and its popularity is not high.

4. Aesthetic Education Practice in Drama Education at Tianshui Normal University

Tianshui Normal University is located in the northwest of my country. It is a local ordinary higher normal college. As an ordinary undergraduate college in an underdeveloped area, it implements aesthetic education, and conducts drama aesthetic appreciation and artistic practice through drama performances. The difficulty is bigger. However, with the help of the drama, film and television literature major offered by the School of Literature and Cultural Communication, Tianshui Normal University has achieved richer results in aesthetic education. So that we can get useful inspiration from it. Tianshui Normal University's drama, film and television literature major was established in 2005. It is one of the earliest institutions in Gansu Province to offer this major, and has a relatively deep discipline accumulation. With the help of the artistic practice of the two courses of performance directing art foundation and drama writing foundation set up by the Department of Drama, Film and Television Literature, and the 605 Drama Club established by the department, good aesthetic education practice results have been achieved in recent years.

4.1. Look at Me in the Play: Aesthetic Appreciation Activities of Classic Drama Works

Aesthetic appreciation is the core link of aesthetic education. In the broadest sense, the most likely path for comprehensive implementation of aesthetic education in colleges and universities is to strive to provide college students with as many and diverse opportunities for art appreciation as possible, so that people can enrich their spiritual world through these art appreciation activities, improve aesthetic quality. Consciously or unintentionally, drama works choose to use visual means to express the inner emotional world, which is the crystallization of human aesthetic activities and experience, especially those classic works that have been washed and handed down for a long time, which condense the most precious aesthetic activity experience of human beings results. The Department of Drama, Film and Television Literature of Tianshui Normal University provides students with the possibility to watch classic drama works through relevant drama professional courses. For example, works such as "Thunderstorm", "Sunrise", "Tea House", "Wotou Clubhouse", "The Wilderness", "A Doll's House", etc., in addition to these classic drama works, in order to cater to the tastes of young students, from Meng Jinghui's "The Rhinoceros in Love" to Lai Shengchuan's "Secret Love in Peach Blossom Spring", these excellent modern dramas are also disseminated through appreciation courses. Appreciation of these classic works is one of the important ways for students to gain aesthetic

experience and rapidly improve their aesthetic ability. In addition, students carry out drama performances in schools and perform plays for teachers and students in the school, which also plays a role in the dissemination and popularization of drama.

4.2. I Play Myself in the Play: The Artistic Practice of Stage Performance

The Marxist aesthetic concept of "beauty is the objectification of human's essential power" attaches great importance to the practical attribute of beauty, and puts guiding educated people to participate in the practice of artistic creation in an important position in aesthetic education. Therefore, artistic practice has an important role in aesthetic education. special role.

The Department of Drama, Film, Film and Literature of Tianshui Normal University established the 605 Drama Club based on the curriculum, and recruited members from all students in the school. The members of the drama club completed a play with high aesthetic value through rehearsal. From prop production, costume preparation, collaboration among actors, to stage layout, lighting and sound control, students have to do many links by themselves, relying on the spirit of teamwork to complete artistic creation. From the beginning of its establishment to the present, it has successively created and rehearsed "Thunderstorm", "The Wilderness", "Sunrise", "Secret Love in Peach Blossom Land", "I Love Chachacha", "Hello Crazy", "No Survival" and many other ancient and modern Chinese and foreign styles. drama works. In addition to the gratitude and yearning for drama, what is left to students through drama practice is the desire to pursue beauty. The members of these drama clubs have found their life coordinates through three years of drama performance study and re-planned their future and prospects. The pursuit of drama beauty urges students to face the opportunities and challenges of life more actively and hard. These performances have played a good demonstration role in building the cultural confidence of college students.

4.3. I Reflect on "I": The Creation and Writing of Psychological Dramas Heal the Soul

In addition to the above art practice activities, the Department of Drama, Film, Film and Literature of Tianshui Normal University, in conjunction with the School's Psychological Counseling Center, carried out a series of immersive drama activities and created a series of psychological dramas. The purpose is to heal the psychology of college students through drama, so that Students with mental disorders get emotional release in the process of experiencing drama activities. Because nowadays, the number of college students suffering from depression/anxiety is increasing year by year. According to the psychological situation of college students at this stage, drama, film and television literature combined with 5.25 National College Students Mental Health Day will carry out drama experience healing activities. The theme is drama healing life. Please The students of the drama club rehearsed "The Story of the Chicken Farm", "The Chicken and the Rabbit in the Cage", "The King of New Comedy" and other inspiring one-act plays. Among them, "The Story of the Chicken Farm" tells the story of chasing dreams, " "Chicken and Rabbit in the Same Cage" explores the emotional expression of fathers and daughters, and "The New King of Comedy" also explores the deep love

behind parents for their children. These plays directly face the real problems of contemporary college students, such as family problems from the original family, ideal and realistic problems, etc. These problems make the viewers empathize with them through stories, relieve bad emotions, and achieve a healing effect.

5. Conclusion

In the above discussion, through a series of drama education activities carried out by Tianshui Normal University, we used case analysis to conclude that drama education has a good effect in improving college students' literacy in three dimensions. That is to say, drama education is an important part of the current aesthetic education system in colleges and universities. First, it can build the cultural confidence of college students; second, it can cure college students' psychological diseases; and third, it can accumulate the aesthetic experience of college students. We hope to use this to explore the improvement basis and implementation direction for the current lack of implementation of aesthetic

education in colleges and universities, especially in the western region, as well as strategies for the integrated development of drama education and college aesthetic education.

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