

# The Reinvention of Modern Classroom Management in the new period

-- Based on the Perspective of Educational Drama

**Mingjia Gao**

Department of Education, Beijing Normal University, Beijing, 100875, China

---

**Abstract:** The development of modern education has led to the introduction of educational drama into school classrooms. The study explores the realistic shackles of educational drama applied to modern classroom management from the perspective of problems, from three dimensions of students, teachers and schools, and finally proposes the path of reshaping the pattern of modern classroom management in terms of subject cultivation, teacher innovation and system innovation, namely: students change their concepts and promote knowledge transfer; teachers reduce their discourse and innovate classroom forms; schools optimize the application scenarios and develop drama school-based curriculum.

**Keywords:** Modern classroom management; Educational drama; Reinvention.

---

## 1. Introduction

The national (2010-2020) medium and long-term education reform and development plan outline proposed: "should take the education of people as the fundamental requirement of education work, to give full play to the initiative of students. Improve the quality of education as the core task of reform and development, and establish the concept of education development with improving quality as the core [1]." Since the 19th Party Congress, the background policy of improving the quality of basic education has put forward higher requirements on the nurturing efficacy of classroom management. With the development of modern education, classroom management presents the development trend of diversified and scientific management [2], educational drama gradually comes into the vision of educators and becomes an important means of classroom management in the new period. How to build a new form of educational governance through the integration of educational drama, empower modern classroom management methods, and comprehensively improve the efficiency and effectiveness of modern educational governance is what classroom management workers should think about.

## 2. The Concept of Drama in Education

The concept of Drama in Education was first born in the early 1960s and refers to the use of drama and theater techniques in classroom teaching. By transforming drama into an educational tool, using drama as a carrier to deliver educational contents, enrich teaching forms and apply it in classroom management, and giving it new era characteristics and connotations, it is conducive to making students actively identify and solve their own problems, thus improving the effectiveness of classroom management. As an emerging teaching method, educational drama attaches importance to students' self-experience and cultivates their awareness and ability of independent inquiry, which is in line with the requirements and concepts of the new curriculum reform of basic education and provides new ideas for the reshaping of classroom management methods[3]. Educational drama

applied to classroom management embodies the core meaning of experiential learning theory, that is, teachers set up experiential situations to guide students to conduct independent learning driven by problems or tasks. In contrast to traditional classroom management, educational drama allows students to actively identify and solve their own problems, helping them to maximize their thinking and creative potential.

## 3. The realistic shackles of using educational drama in classroom management

Since educational drama has not been fully promoted in China, there are still many problems that need to be solved in the process of its application to classroom management. From the perspective of students, they may pay more attention to the entertainment of educational drama than its educational nature; from the perspective of teachers, teachers tend to emphasize their own output in the management process rather than students' feedback; and from the perspective of schools, schools may pay too much attention to the methods and forms when formulating relevant policies, while ignoring students' creative generation. All of these problems pose great challenges to the use of educational drama in classroom management, and can easily lead to misinterpretation of the functions and values of educational drama.

Firstly, the perception that students value entertainment over education reduces the educational and developmental nature of educational drama. In the process of using educational drama in classroom management, it is easy for students to mistake the content of the teacher's lesson as a game and ignore the educational nature behind it. In a third-grade classroom warm-up game "Magic Mirror", for example, students are divided into two groups, one is the "mirror" and the other is the "person who looks in the mirror". Once the "mirror" made any expression or action, the "mirror man" had to quickly make an imitation and response. The atmosphere of the class was so strong that the students were so focused on imitating each other's actions that they were still immersed in imitating their classmates even after the introduction of the

game and the teacher's reasoning. In fact, the goal of this lesson was to teach students to learn to switch roles and listen to each other through educational drama, as well as to make them understand the importance of cooperating with others in group work and to develop good qualities of respect for others. However, in the feedback after the lesson, most of the students evaluated the lesson as "fun and interesting", and few of them expressed their own views on the inspiration brought by the lesson, and did not understand the true meaning of the lesson.

Secondly, the teacher's emphasis on output rather than feedback reduces the autonomy and creativity that educational drama brings. Ideally, classroom management from the perspective of educational drama reshapes the relationship between teachers and students, in which teachers are no longer the active instillers of knowledge and students are no longer the forced receivers of knowledge. However, in practice, some teachers always restrict the way students behave in teaching, prescribe the direction of students' thinking and the content of discussion and communication, and even set the established teaching results in order to catch up with the teaching schedule. In such educational drama classrooms, the teacher still occupies an absolutely dominant position, which makes it difficult for students' minds to be fully active and inspire their enthusiasm for educational drama and self-management.

Finally, the school's policy orientation of emphasizing form over generation hinders the comprehensive development of the school educational drama curriculum system. Influenced by theatrical practices, educational drama includes a rich variety of teaching methods. For example, the "framed statue" is based on physical action, the "teacher in the play" is based on role-playing, and the "conscience alley" is based on dialogue and discussion [4]. However, in the process of teaching, schools often fall into the quagmire of "improving quantity but not quality" in order to emphasize the diversity of educational drama genres. In my elementary school, for example, the school has developed a series of classroom management courses around educational drama, including "integrity education," "life and health," "sex education," and so on. However, the actual content of the lessons is often confined to a rigid template, which has the disadvantage of repeating teaching forms and ignoring student feedback, resulting in students "talking", "acting" and "running" in the classroom. The situation of "talking", "acting", "running", ignores students' deep thinking and dynamic creation. [4] This kind of seemingly "dramatized" classroom, although on the surface, creates a space for students to experience, but in fact, this kind of formally stacked curriculum does not build a platform for students to release their imagination and creativity, and does not allow students to realize the transfer from knowledge to ability.

#### **4. The reinvention of modern classroom management by educational drama in the new period**

After literature collection and reality survey, there are still a series of problems when primary and secondary school teachers apply educational drama to classroom management. Although this includes the limitations of educational drama itself, the main reasons are the solidification of traditional cultural concepts, the lack of teachers' cognition and the utilitarian tendency of school education when analyzed at macro level and micro level. In fact, the innovation of

teaching methods often requires an overall change of educational values along with it. Due to the nature of educational drama itself and the influence of traditional Chinese cultural concepts, drama has always been known as entertainment, mostly in the form of stage in the life of the people, and rarely presented in the form of teaching applications. As a result, drama and educational theatre have not received much attention in our schools. Students' inherent thinking and fun-loving nature make it difficult for them to pay attention to the nurturing nature of educational drama. In addition, teachers still need to improve their specific practical skills and reflective evaluation skills due to their imperfect and unprofessional understanding of educational drama. The voices of educational changes such as quality education, job competency model, and core literacy have been overwhelming, while the utilitarian nature of school education makes it difficult for teachers to focus on classroom management under the perspective of educational drama, and some even treat such innovative mechanisms of classroom management as a burden. It is undeniable that in current school education, students, teachers and schools have formed a mindset that is exclusive to new teaching methods and classroom management systems. Finally, the "hardware" facilities and "software" conditions of schools, such as infrastructure and humanistic heritage, also affect the depth and sustainability of educational drama to a certain extent. Therefore, to address the problems of educational drama in modern classroom management in the new period, the author will put forward suggestions for improvement from three perspectives: subject training, teacher innovation and system innovation, so as to provide reference for the reshaping and empowerment of educational drama in modern classroom management in the new period.

##### **4.1. Subject innovation: students convert their concepts and promote knowledge transfer**

The core of classroom management is students, and the value of educational drama applied to classroom management is students. Under the guidance of experiential learning theory, students need to actively participate in learning, insist on their main position in class management, change their own learning attitude and learning concept, understand the nurturing inspiration behind educational drama, and improve their knowledge transfer and understanding ability. The process of developing and transforming educational drama should not only point to the growth of students, but also to the meaning of their lives. Therefore, the role of educational drama for students' development should first realize students' acquisition and understanding of knowledge; secondly, it should develop students' ability to transfer and apply methods and pay attention to the educational value behind the drama; finally, it should guide students' experience and perception of the meaning of life. The deepening from the knowledge level to the life level constitutes a structured relationship from the surface to the inside, from the periphery to the core, which enables students to learn to "become an adult" after "becoming something". [4] Students in elementary school are at the critical stage of cultivating various behavioral habits, and through the fun and educational drama teaching experience, they can enhance their intrinsic motivation to learn, change their mindset, and shift the focus of classroom attention from the entertainment value of educational drama to the nurturing value, actively participate in the discussion process of classroom activities, collide with the sparks of

thinking in continuous thinking and discussion, and find solutions to various problems in life and put them into practice. They will actively participate in the classroom discussion process.

#### **4.2. Teacher innovation: reduce the power of speech and innovate classroom forms**

Under the concept of "student-centered" education, teachers should pay more attention to the subjectivity of students in the learning process, appropriately reduce the power of speech in the classroom, and guide students from support to release, so that students can get more independent space. Teachers should combine educational drama and conduct education, change "didactic education" to "experiential education", and change "conduct in regulation" to "regulation in conduct" [4]. Around the thematic education points, we organize various experiential learning activities such as creation of plays and self-direction and performance. For example, through group work, improvisation and other activities, students can fully express themselves and develop a sense of community and rules, and get more opportunities to exercise and improve. Outside of class, teachers can also encourage students to think actively and "discover learning", using life as a source of inspiration for classroom interactions. Whether it is students' emotional management and self-awareness issues, educational drama workshops on the theme of the centennial of the founding of the Party, or campus activities on the theme of non-traditional culture, they can all be material for scripts. In addition, with the development of the times and the advancement of technology, the "technical advantages" of modern information technology and the "needs of classroom reform" have achieved a deep interaction and symbiosis. Teachers should also keep up with the trend of the times, and at the same time root in the theoretical knowledge of drama performance to improve teachers' educational drama teaching ability. In the context of information technology, teachers can adopt a blended teaching model, based on the behavioral and psychological perspectives, to observe the behavioral characteristics of students in the process of participating in educational drama, and determine whether students are truly engaged in educational drama performance and whether they understand and gain the educational values behind it through methods such as Bibliographic discourse analysis, classroom behavior coding, and interviews. In the future development and transformation of educational drama, teachers can use a variety of symbolic resources and technical means, such as students' voices, movements, and language in the classroom, and make explicit measurements and assessments based on them, which provide methodological reference and technical realization for assessing the effectiveness of classroom teaching and learning as well as self-reflection on teaching.

#### **4.3. System innovation: schools optimize the application scenario and develop drama school-based curriculum**

To a certain extent, school educational resources affect the effectiveness of educational drama application. Therefore, it is important to think about optimizing the application scenarios of educational drama in classroom management at the school level by abandoning the single unchanging teaching form, enriching the teaching contents and teaching venues. For example, schools can offer educational theater workshops, where classroom management activities can be

carried out by regularly setting thematic content and providing the necessary teaching equipment. In this workshop, students are exposed to a wide range of interesting lessons that stimulate creativity and enhance their thinking, while teachers can conduct collective teaching and research activities to discuss and improve the educational practices of classroom management through cross-grade exchanges, promote reflection on teaching and learning, and provide support for the overall development of students. In addition, the current educational drama curriculum system in most schools is disorganized and does not have a specific "chapter" [5]. Therefore, from a macro level, schools should make a top-level design for the curriculum system of classroom management under educational drama, develop a series of school-based courses, enrich the teaching content in class and also focus on the extension outside of class, establish a large curriculum resource concept, and carry out curriculum implementation by integrating multiple resources such as family and community resources to promote students to become a well-rounded person.

### **5. Conclusion**

Through the efforts of students, teachers and schools, the effectiveness of using educational drama in classroom management will be improved to a great extent. A relaxed and harmonious atmosphere is the basis of classroom management. Through the form of educational drama, teachers teach and entertain, ensuring the educational and at the same time making full use of its entertaining nature, which is conducive to promoting students' learning initiative and fully mobilizing their learning motivation. If the class is a drama performance stage, then the students are the main characters, the teachers are the helpers, guides material feedback as well as providers, and the school is the supervisor and manager behind the scenes. In the new period, the innovative use of educational drama in classroom management not only solves classroom problems efficiently, but also enhances teacher-student and student-student relationships, thus enabling students to obtain good learning results and grow in self-awareness, emotional management, and interpersonal relationship education, so it is an extremely effective way of classroom management.

The use of educational drama in classroom management should not only integrate the best of all schools of thought, but also reflect the characteristics of the new period, deeply implement the characteristics of experiential learning theory, properly solve various problems in the classroom, and help students grow up positively and healthily. Of course, some problems will arise in the process of using new methods and forms in practice, which requires front-line educators and researchers to find the problems and make corresponding improvements in time, so that the new period of educational drama can achieve promising results in empowering the duties and reshaping the path of modern classroom management.

### **References**

- [1] Office of the Leading Group of the National Medium- and Long-term Education Reform and Development Plan of the Chinese People. National medium and long-term education reform and development plan (2010-2020) [M]. Beijing: People's Education Press, 2010.

- [2] Guo Qun, Zheng Xiaowei. Research on the application of educational drama in elementary school classroom management [J]. Journal of Inner Mongolia Normal University (Education Science Edition), 2019,32(12):16-20+32.
- [3] Liu Suiqin, Men Qingbao. Exploring the practice of educational drama in basic education [J]. Drama House, 2021(17):50-51.
- [4] Yang Qingyuan. A case study on the development and transformation of the value of school education drama education [D]. East China Normal University, 2020.
- [5] Huang Lijun. Research on the application of educational drama in school education teaching [D]. Southwest University, 2020.