

The Significance and Influence of Drama Education on High School Students in the Eyes of the Public

Luoqi Liu^{1,a,*}

¹Shanghai Pudong New Area private Hongwen School, Shanghai, 201200, China

a. 15000019996@163.com

*corresponding author

Abstract: Drama is a distinctive art form that has the ability to portray the characteristics of its characters in a way that resonates with the audience, providing them with both education and enlightenment. In the performance, it is easy for people to have empathy, and they will look at things from the perspective of others so as to gain experience and improve their abilities. The primary focus of this study is to investigate the significant impact of drama education on students, as well as the varying attitudes towards drama among individuals of different age groups. Therefore, this article will observe oneself from the perspective of drama, interview the public and obtain information through searching. The article discusses the role of drama in providing insight into the lives of contemporary high school students, and further examines how it facilitates emotional expression among this demographic.

Keywords: Drama, Public perception, High school students, Interview, society.

1. Introduction

Drama is a form of art that serves as the initial introduction to drama for the general public. However, the content of drama goes beyond mere entertainment; it has the potential to bring about positive change in students' lives. For example, through engaging with different cultural perspectives and embodying diverse characters, students can develop confidence and self-awareness. This study involves interviewing students enrolled in drama courses to gain insight into their perspectives on drama. Additionally, it conducts thorough research to demonstrate the substantial educational value of drama and its impact, as supported by a literature review. The purpose of this study is to convey the idea-make people understand that drama is a novel way of expression, encompassing not only surface-level artistry but also serving as a vehicle for cultural exchange and an educational tool.

2. Drama as a Manifestation of Social Thought and its Impact on Education

2.1. The Embodiment of Social Thought

Through roles and plots, drama reflects a series of important ideas in today's society, such as public inequality, regional discrimination, and some social issues of gender equality. This dramatic representation helps the audience to understand the impact of these issues more deeply and provokes social discussion and action. Some theatrical productions focus on cultural traditions and

historical events, serving to safeguard and transmit cultural heritage, cultivate audience interest in history, and improve their awareness of their own culture. The exquisite arrangement of the drama will attract the public more and inspire them to explore and think about the background of the drama, and each audience has its own different views to add diversity to society. Drama also has the entertainment function. Many drama actors have been involved in the field of drama since they saw the first play. In addition to providing entertainment and aesthetic experience, drama also fulfills people's spiritual and cultural needs.

2.2. The Influence of Social Ideology on Education

The role and significance of drama in modern education are very extensive. Firstly, it can cultivate students' language expression ability and performance ability; Secondly, through drama study, students can better understand literary works and improve literary literacy; in addition, drama education helps to cultivate students' teamwork spirit and creativity. For children's development, drama education provides a platform for students to express their own ideas and uninhibited imagination through the exploration of different scenarios, and it also fosters communication and collaboration with peers and teachers.[1] Different forms of drama language teaching also have different performance skills. Based on the mother tongue, the drama story is directly created and visually narrated, so that it is easier to evoke the emotional resonance in all audiences. In unfamiliar language fields, such as foreign languages, students not only need to demonstrate a higher level of maturity and professionalism in their native language expressions, but also need to conduct research and corresponding exercises on the basis of foreign languages. In this rich and three-dimensional language environment, the process can expand their vocabulary and improve their language organization and expression skills. Through their own imagination participants engage in the development of the story plot, experience the situations of the characters, and constantly reinforce their vocabulary. As a result, daily practice and participation in collective drama activities fully demonstrate their progress. On the contrary, drama activities are interconnected and inevitably interact with each other within the entire group. Through the expression of language, emotions and expressions as well as communication and cooperation, students' comprehensive ability can be greatly improved.

It is held that drama plays an important role in education, which can stimulate students' interest in learning and enhance their abilities, so as to obtain better learning results. Taking educational drama as the research object, this paper explores how drama education can improve students' inner literacy. Through literature review and empirical research, it is found that drama education plays an important role in improving high school students' language literacy, thinking literacy and emotional literacy. At the same time, it further summarizes the application strategies of drama in education..

3. Public Understanding and Evaluation of Drama Education

Drama, as a form of education, offers significant benefits for students. The allure of drama also captures the attention and interest of students. In order to explore drama in the eyes of the public, an interview was designed to inquire whether people of all ages have been in contact with drama majors. The specific design and survey results are as follows.

3.1. Research Design

To understand the impact and educational significance of drama on high school students, as well as the public's understanding and cognition of drama.

1) Interview Subjects

- i. College student, media major

ii. Drama Instructor (Middle-aged woman)

iii. Audience, Leaders (different ages)

2) Preparation Before the Visit

Before the interview, acquaint oneself with the questions in the interview outline and explain the purpose of the survey to the interviewees.

3) Interview Procedure

i. Select an interview location

ii. Select an object

iii. Interview and record

iv. Post-interview reflection and evaluation

4) Outline of Questions

4.1) Opening remarks: Respect for the audience, at this beautiful moment, I am very happy to be the host, and share with you the research and experience in the field of drama

4.2) Interview Dialogue:

- What do you do

- Have you been in the field of drama

- How did you learn about theater

- What do you think of theater

- What impact do you think the drama has on students

- Do you think the benefits of drama for students outweigh the disadvantages

- Do you think theater helps students educationally - Do you think the public will like theater

- If you had the chance, would you let yourself and your children try drama

4.3) Conclusion: OK, thank you for your time and valuable insight. Through this interview, we have gained a deeper understanding of the public's perception of the field of drama, and we hope that this information will enlighten and help readers.

3.2. Conclusion of Interview

3.2.1. On-the-job drama teacher

Based on the interview with a drama teacher and her own experience, the first conclusion is that through wonderful performances and story-telling, drama provides audiences with a visual and auditory feast, allowing people to experience different emotions and stories in the theater, and at the same time, they can get creative nourishment from it. Drama can not only trigger the audience's resonance through the development of the plot and the performance of the characters, but also bring emotional fluctuations and thinking, which has a positive impact on the audience's psychology and emotional expression. She can professionally analyze the nature and development trajectory of drama from all angles, and she also believes that drama is not universally understandable or enjoyable, as evidenced by some of her students initially lacking enthusiasm for attending theater productions. However, it is evident from her interviews that a reformation in drama education can positively influence students' attitudes towards the subject. For the drama teacher's evaluation, drama is an indispensable thing in his life, so she still hopes that drama can be known and appreciated by the public. The teacher's idea is simply to cultivate a positive impression and interest in the public's favorite things, as well as to encourage everyone to embrace their own preferences. Furthermore, the teacher utilizes her authority to cultivate students' interest in learning drama, as she believes that the allure of drama lies within this aspect.

3.2.2. Drama students

The second conclusion comes from a high school student who is studying drama: he believes that by playing different roles, actors can experience different life experiences and emotions, which is conducive to personal growth and self-cognition improvement. These expressions are commonly used by individuals with a passion for theatre, as they perceive theatre not only as an art form but also as a social activity. It brings people together based on shared interests, and through communication and sharing, it fosters stronger connections and mutual understanding among individuals. According to his interview, he was actually the kind of student who was not interested in drama at the beginning as his drama teacher said, believing that a strong memory was necessary to excel in the field. However, it is evident that his perspective has since evolved under the influence of drama. This student's viewpoint aligns with that of most students. "In the beginning, I was introduced to drama by my friends." "At that time, I was apprehensive about performing on stage and found it quite daunting." However, with the guidance of my teacher and the supportive atmosphere among fellow students, my anticipation and eagerness for drama has grown.

3.2.3. The behind-the-scenes workers of the drama

The third interviewee is a college student who has been slightly exposed to artistic creations such as drama. She doesn't give very specific opinions and opinions, but what she shares is the real-life situation of the drama actor that she knows in the back scene of the play. In her sharing, theatre performers struggle more than we realize. Day after day, year after year of practice, all in pursuit of excellence on the stage. Despite the toil and perspiration, but some of the results are really unexpected. Solid performance skills, personal character issues, and teamwork are all priorities. She believes that the most difficult part of drama education is the creation and arrangement of scripts, so that the works created can make the audience clearly understand the mystery and significance. It's true that people who don't know anything about drama think that drama is an easy, even watery course, but that's not the case. For example, take us high school students as an example, after writing other homework, we have to grasp the moment to recite the script, and even several times a week to recite a thick script. The hardships can be imagined, not only the efforts behind, in front of the stage, you need to take out 100 percent confidence in order to deduce the story incisively and vividly, so that the whole story becomes vivid.

4. Researchers of Drama Education in Literature

The following part is selected from the literature, including the researchers' thinking and practice of drama education to analyze and summarize.

In her thesis *"Research on Primary School Chinese Reading Teaching Based on Educational Drama"*, Chen Jing put forward that "Educational drama is of great significance in improving students' comprehension, expression ability, social awareness and promoting the all-round development of student's personality." [2]

Geng Chuhan also said in his thesis *"Research on the Application of Educational Drama Teaching Method in High School Chinese Teaching"*, that "The application of educational drama teaching method in the practice of high school Chinese teaching activities has greatly enhanced students' interest in learning and stimulated their enthusiasm for learning." [3]

Huang Lingjuan, in her thesis *"A Practical Study on Improving Children's Story Understanding through Educational Drama"*, states that "Teachers enrich the story knowledge of narrative texts and deeply understand the narrative literature points through the use of educational drama methods." [4]

Chen Hui said in her thesis *“Research on the Application of Educational Drama Style in Junior High School Novel Teaching”*: "In the teaching of educational drama style, the text features of novels are more easily highlighted." [5]

Chen Yin Yin in his thesis *“The Application of Educational Drama in the Teaching of Classical Chinese Narrative Prose in High School”* said: "Educational drama is a method that integrates drama and education, and uses dramatic means in education and classroom teaching. It has achieved remarkable results in enhancing students' immediate field play, stimulating students' introspection ability and cultivating students' problem awareness. Therefore, it can optimize the teaching of classical Chinese in high school and promote students' cognitive mode; it can also create multiple learning contexts and fully develop students' comprehensive abilities." [6]

It is concluded that drama can provide rich teaching experience and practical content in education. No matter from the perspective of literature, theory, or the development of students' quality, drama can provide a good educational atmosphere and development prospects.

5. Conclusions

Based on the research in the article, it is evident that drama is gaining increasing influence and gradually transitioning from the realm of art to a more public sphere. As for the study of drama education, it has been realized that high school students rarely take the initiative to look for English-related or English-focused books in the process of English learning process. [7] The primary method of acquiring English language proficiency is typically through classroom instruction or the use of textbooks. However, this traditional approach often leads students to perceive English as a dull and uninteresting subject. With the wonderful preparation of the drama's content and the dramatic performance itself, the student's interest in English learning can be effectively stimulated. Using deductive ways to interpret the content and connotation of the article, so as to make learning more interesting. It is believed that drama has the potential to significantly impact an individual's personality and life, particularly for those who are more introverted. The transformative effects of engaging in dramatic activities can be particularly pronounced for such individuals. Through performance on stage, one is able to express their true nature, leading to a better understanding and acceptance of oneself, ultimately resulting in increased confidence. As for drama, there is also a desire to further study the plays of various dramas and their deep emotional experiences. Initially, there was little interest in these plays and they were even considered troublesome. However, after writing a play, enjoyment was discovered. In the drama class, the teacher briefly mentioned the special symbols of drama without delving into depth. There is a strong curiosity about this aspect and it will be further explored in the future. Additionally, various details such as costumes, props, and background music that need to be coordinated during performances require professional skills for design, and efforts must be made to study these aspects.

References

- [1] Rong Jie. *Study on the Important Role of Drama Education in Children's Growth* (2024) 16-0053-03
- [2] Chen Jing. *Research on Primary School Chinese Reading Teaching Based on Educational Drama* (2018)
- [3] Geng Chuhan. *Research on the Application of Educational Drama Teaching Method in Chinese Teaching in High School* (2020)
- [4] Huang Lingjuan. *A Practical Research on Improving Children's Story Understanding through Educational Drama* (2018)
- [5] Chen Hui. *Research on the Application of Educational Drama Style in Junior High School Novel Teaching* (2021)
- [6] Chen Yinyin. *Research on the Application of Educational Drama in the Teaching of Classical Chinese Narrative Prose in High School* (2022)
- [7] Wei Qingju. *A practical exploration on Improving the Comprehensive English Proficiency of Rural High School Students through Educational Drama* (2023) 47-0088-04