

Original Paper

Serving Society: "Drama +" as an Innovative Path for Drama Education in University

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Abstract

With the Ministry of Education's emphasis on aesthetic education and the increasing prominence of theatre as a discipline, it is increasingly important for colleges and universities to explore and practice theatre aesthetic education. Based on the model of "Drama+", this thesis explores the innovative path of multidisciplinary integration teaching mode of theatre as the core for theatre aesthetic education in colleges and universities. Through an in-depth study of the construction and practice path of "Drama+" group in Changchun College of Humanities in Jilin Province, this thesis aims to provide feasible theoretical guidance and practical reference for theatre aesthetic education in colleges and universities.

Keywords

Drama Education, Drama Therapy, Aesthetic Education, Innovation

1. Introduction

With the continuous development of society and the updating of educational concepts, aesthetic education, as one of the important ways to cultivate comprehensive literacy and humanistic spirit, has gradually become the focus of attention of the education sector and the community. Especially in the field of higher education, people are more and more aware of the fact that through the colourful art form of drama, the all-round cultivation of students' aesthetic education, sentiment education and spiritual education can be achieved, so as to enhance their comprehensive literacy and sense of social responsibility. However, how to effectively integrate drama into the education system of colleges and universities has become one of the urgent problems to be solved.

This paper will introduce the construction and practice path of the "theatre +" course group model, and

explore its innovative significance and application prospects in the aesthetic education of college drama. Through theoretical discussions and practical case studies, we will explore the integration of drama with education and community service, and how to provide students with opportunities for all-round development through interdisciplinary teaching and practical activities. At the same time, we will also discuss the role of the model in cultivating students' professional, thinking and aesthetic abilities, as well as its potential to promote the transformation of teaching and learning and enhance the effectiveness of parenting. Through the research in this paper, we hope to provide new ideas and insights for the development of college drama education, and to promote the cause of drama aesthetic education towards a more brilliant future.

2. "Drama +" Course Group Mode Construction

2.1 The Construction Basis of "Drama+" Course Group

The construction of the "Drama+" curriculum group is based on the demand for interdisciplinary comprehensive education and the uniqueness of theatre art. Aiming to develop students' ability to apply themselves in the field of school education and social services, this model is realised through the establishment of an interdisciplinary and comprehensive curriculum. The school aims to cultivate two types of talents: firstly, basic skill-based talents who are engaged in practical activities related to drama education or children's theatre performances in schools; and secondly, practical talents who are able to apply theatre in the field of social services for the benefit of the community or a specific group of people. This curriculum cluster focuses on cultivating students' aesthetic literacy, creative thinking and social responsibility by integrating interdisciplinary contents of drama with pedagogy, psychology and community studies. The interdisciplinary curriculum of drama should get rid of the traditional limitation of drama's application in the stage and professional fields, apply drama widely to students and special groups, and make use of drama's characteristics of interactivity, performativity and group, to produce specific benefits for the individuals and groups involved, and to serve the progress and harmony of the society. In the process of pedagogical design, full consideration is given to the combination of the service nature of society and the professionalism of drama, and the practical projects include modules of the course clusters of drama education, children's playwriting, drama therapy, and community drama.

The construction of this model is based on the knowledge of modern education, that is, education is not only to teach knowledge, but also to cultivate students' comprehensive ability and social responsibility. Theatre, as a diversified art form, is rich in expressiveness and emotional resonance, and can profoundly influence people's cognition and emotion. Therefore, combining drama with other disciplines can provide students with a more comprehensive and in-depth learning experience, which will help them better cope with the complex and changing social environment in their future education and career.

2.2 "Drama +" Curriculum Cluster Teaching Mode

The "Drama +" course cluster teaching model is practical in nature, aiming to combine theatre and education to serve the society. The curriculum design of this mode is oriented to the needs of the society, focusing on the participation of students through theatre games, performances and other forms, fully demonstrating creativity and cognitive ability. Under this model, students not only passively receive knowledge, but also actively participate in the teaching process and enhance their abilities through practical activities.

In addition, the model also combines curriculum learning with practice through red, public welfare projects and theatre performances. For example, students can apply what they have learnt in practice by participating in red-themed theatre performances or providing public service performances for the community. This mode not only helps to improve students' professional knowledge and skills, but also develops their sense of teamwork and social responsibility, laying a solid foundation for their future career development.

3. Innovative Practical Path of Theatre Aesthetic Education in the Mode of "Drama +" Course Group

3.1 Establishing the Cooperation Mechanism between Schools and Libraries, and Introducing the Practice of Theatre Education with "Drama + Ideology"

Based on the cultural heritage and social responsibility of theatre, this model combines theatre art and ideological and political education with the concept of "drama + ideology". For example, the school and the Jilin Provincial Museum of the Northeast Revolutionary Struggle History Exhibition Hall as a blueprint, created the first immersive museum theatre in Jilin Province, "Dawn", and in the 100th anniversary, the 518 International Museum Day for public performances, the cumulative number of people watched in more than 2,000 people. Through the practice of the course, students and teachers jointly set up the "Cultural and Museum Theatre" club, the club to create an immersive museum interactive experience drama for museum visitors to carry out "education + drama" type of explanation, and at the same time, using theatrical means and technology applied in the museum or cultural museum education. Museum or cultural centre education. The "Cultural Museum Theatre" focuses on the integration of museum education and red cultural tourism by means of theatre, creating a new integrated business form of "cultural education + cultural tourism". "Wen Bo Theatre" carries the museum platform, facing the audience of all social classes and ages. Facing students, can let students through the museum theatre watching tracing red memories, know the history, understand the history, to become the successor; for people from all walks of life in society, can enhance the patriotism education, love of the motherland; the audience in the visit to the museum, in addition to guided tours explaining the audience of the immersive experience of the theatre of a higher degree of acceptance, but also through a close viewing and "experience", accept the main idea conveyed in the immersive experience play. This resource optimisation model breaks through the single "museum-school cooperation", from "museums in

schools" education and publicity to "schools in museums", forming a closed-loop integration of aesthetic education in large, medium and small schools. This has resulted in a closed loop of integrated aesthetic education for primary and secondary schools, and an optimised structure. The creation of immersive museum theatre and other forms of theatre provides the audience with a more immersive artistic experience and enhances the infectious power and influence of theatre art.

In addition to the cooperation with the Jilin Provincial Museum, the course also actively promotes the innovative nurturing practice of drama and science and technology, and the Jilin Provincial Science and Technology Museum for the creation of science and technology plays, with the Provincial Science and Technology Museum Dream Theatre's holographic phantom imaging as the technological basis, combined with the interpretation of real people and live interaction to create a series of science and technology plays, such as 3D stage drama "Sci Sci Sci series of the Unicorn's Encounter" "Unreliable Poo Laboratory," and other series of science and technology plays, in the weekdays and the summer and winter vacations to receive During the weekdays and summer and winter holidays, we received a total of 3,000 audiences with a strong response, and during the process of creation in the classroom, students also recognised the power and future trend of the combination of art and science and technology. The combination of advanced technology and vivid performances enhances the audience's knowledge and understanding of science, expands the field and scope of theatre education, and provides students with more diversified learning experiences and development opportunities.

Educational resources on campus and cultural resources of off-campus museums, science and technology centres and other venues can draw on and integrate with each other, thus complementing each other's strengths and enriching students' learning experience. Collaboration within and outside the school not only improves the overall quality of students, but also spreads theatre works to a wider social group through public exhibitions and other forms, enhancing the school's social influence and reputation.

This mode of cooperation is not only for the inheritance and development of theatre art, but also for the promotion of ideological and political education and the popularisation of science and culture. Through theatre performances, students can feel the charm of history, culture and scientific knowledge more intuitively, and enhance their sense of social responsibility and cultural self-confidence. Through the organic combination of theatre art and ideological and political education, it has innovated the traditional mode of theatre education, which not only emphasizes the expressive and infectious power of theatre art, but also focuses on the effectiveness and pertinence of ideological education.

3.2 Curricula Linked to Clubs and Communities, with "Drama + Clubs" Leading to Innovative Theatre Activities for Aesthetic Education in Schools

This model is dedicated to integrating theatre arts with student club activities, and guiding students to participate in aesthetic and innovative theatre activities through club activities. Through the establishment of a drama healing club and the development of playback theatre, the school provides a platform for students to present their personal stories, thereby achieving the purpose of psychological

counselling and exchanges. At the same time, the educational theatre combines education and entertainment, leading the audience to think about social and life issues. As an art form, theatre has a strong function of emotional expression and communication. In the mode of "Drama + Club", through the drama healing club and other forms, students can use the power of theatre to express their inner feelings, reduce pressure, and achieve the purpose of psychological relief and emotional communication, which is in line with the theory of emotional expression and emotional release in modern psychology.

The combination of club activities and school aesthetic education is based on the concept of school aesthetic education, i.e. the concept of promoting students' all-round development through colourful art and cultural activities. As an important part of school cultural life, club activities, through the combination with theatre arts, provide students with richer and more diverse ways of participation, which helps to cultivate their aesthetic interests and creativity.

It not only enhances students' artistic expression and social skills, but also promotes their mental health and sense of social responsibility. Meanwhile, through audience participation and interaction, it can better convey the concept of aesthetic education and social values.

3.3 Transformation of Results into Innovation and Entrepreneurship, with "Drama + Innovation and Entrepreneurship" as an Innovative Platform for Continuous Social Aesthetic Education Dissemination

This model transforms students' theatre creation results into innovative entrepreneurial projects to promote the dissemination and practice of the concept of aesthetic education in theatre. For example, students can combine theatre art with social needs and contribute to the cause of social aesthetic education by participating in innovative projects such as animation stage plays or interactive museum experience plays. This mode can not only stimulate students' creativity and innovative consciousness, but also cultivate their entrepreneurial spirit and teamwork ability. By combining theatre arts with actual social needs, it can not only provide students with employment and entrepreneurial opportunities, but also promote the development and progress of social aesthetic education.

4. Practice and Exploration for Teaching Transformation, Highlighting the Effectiveness of Drama Education

In the field of drama education, practice and exploration are the key to promoting the transformation of teaching and the effectiveness of educating people. Through the comprehensive training and professional ability enhancement of students, as well as the expansion of thinking ability and aesthetic ability, theatre education can not only leave a deep mark on students, but also lay a solid foundation for their future development.

4.1 Enhancement of Drama Professional Core Competence and Expansion of Professional Competence Groups

In the "Drama+" curriculum group, it is crucial to focus on the cultivation of students' professional skills. Through the systematic curriculum and rich and diversified practical activities, students can

master professional skills such as theatre performance, choreography, stage art and so on in the course of study. These skills can not only lay a solid foundation for them to engage in theatre-related careers in the future, but also improve their comprehensive quality in real life. For example, in the acting course, students can not only improve their acting skills, but also enhance their self-confidence and communication skills through repeated practice and role-playing.

4.2 Guidance of Theatre Thinking and Expansion of Thinking Ability Groups

In addition to the cultivation of professional skills, theatre education also pays attention to cultivating students' theatre thinking and expanding their thinking ability. Through interdisciplinary integration teaching, students can be exposed to a wider range of knowledge areas, thus cultivating innovative and critical thinking. In theatre performance, students need to constantly think about the inner world and emotional changes of the characters, and this kind of thinking training can help them better understand and solve real-life problems. At the same time, by participating in playwriting and directing practice, students can also give full play to their imagination and creativity, injecting new vitality into the art of theatre.

4.3 Cultivation of Theatre Aesthetics and Expansion of Aesthetic Ability Groups

Cultivating students' theatre aesthetics is an important educational goal in the "Drama+" curriculum. Through the appreciation and analysis of theatre works, students can improve their aesthetic interest and appreciation ability, and enhance their understanding and appreciation of theatre art. In the classroom, teachers will guide students to deeply interpret classic dramatic works, analyse the character, plot development and other elements, so as to cultivate students' unique perspectives and aesthetic tastes for dramatic art. At the same time, students will also have the opportunity to participate in the creation and performance of theatre works, experience the charm of theatre art in practice, and further enhance their aesthetic ability.

Through the above practical exploration and pedagogical transformation, theatre education in schools can not only enhance students' professional ability, thinking ability and aesthetic ability, but also make a positive contribution to their comprehensive quality and personality shaping. This practice-based teaching mode can not only stimulate students' learning interest and creativity, but also lay a solid foundation for their future development and become competitive talents in the society.

5. Conclusion

The construction and practice of the "Drama +" course group model provides an innovative pathway and a practical way for theatre aesthetic education in colleges and universities. Through interdisciplinary comprehensive teaching, social service practice and innovation and entrepreneurship projects, the university combines theatre education with social needs, providing students with more colorful learning experiences and development platforms. It is believed that with the continuous improvement and promotion of the "Drama +" course group model, the cause of drama and aesthetic education in colleges and universities will usher in a more brilliant future.

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