Original Paper

Research on the Application of Situational Teaching Method in Basic Performance Teaching in Colleges and Universities

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Abstract

Basic performance teaching is the core cornerstone of the performance major in colleges and universities, directly determining the foundation of students' performance literacy and their potential for subsequent professional development. Currently, basic performance teaching in Chinese colleges and universities still faces problems such as rigid traditional lecture-based teaching, passive imitation by students, empty emotional expression, and difficulty in role immersion. The situational teaching method, centered on "creating real situations, guiding active experience, and stimulating emotional resonance", aligns with the core goals of basic performance teaching—"liberating nature, perceiving roles, and conveying emotions"—and can effectively address the drawbacks of traditional teaching. By adopting questionnaire surveys and case studies, combined with the reality of basic performance teaching in colleges and universities, this paper explores the application value, existing problems, and optimization paths of the situational teaching method. The application effect is verified through teaching cases, providing operable practical references for the reform of basic performance teaching in colleges and universities, helping to improve teaching quality and cultivate performance professionals with solid foundations, strong emotional expression abilities, and innovative capabilities.

Keywords

Situational Teaching Method, College and University Performance, Basic Teaching; Liberating Nature, Role Shaping

1. Introduction

1.1 Research Background

With the rapid development of the cultural industry, the performance industry has an increasingly diverse and high-quality demand for professional talents. It not only requires practitioners to possess solid performance skills but also emphasizes abilities in emotional perception, role interpretation, and

on-site adaptability. As the main position for cultivating performance talents, the quality of basic performance teaching in colleges and universities is directly related to the talent supply level of the industry. As a core content for freshmen and sophomores, this course covers four major modules: liberating nature, basic lines, physical training, and introduction to role shaping. It is crucial for helping students break psychological barriers, establish performance cognition, and master basic skills.

The situational teaching method originated in the Soviet Union in the 1960s and was refined by Zankov, Sukhomlinsky, and others. Its core is "taking situations as carriers, experience as the core, and emotions as bonds". By creating situations that fit the teaching content, it guides students to participate immersively and achieve synchronous improvement of skills and emotions. This method is highly consistent with the essence of performance and has been gradually applied in college performance teaching in recent years. However, it is mostly in a superficial stage, with problems such as situations divorced from reality and formalistic implementation, failing to give full play to its value. Therefore, exploring its scientific application path and addressing teaching dilemmas is of great practical significance.

1.2 Research Significance

Theoretically, this paper sorts out the internal connection between the situational teaching method and basic performance teaching, enriches the application research of the situational teaching method in the field of art education, and fills the gap in its systematic application in basic performance teaching in colleges and universities. Combined with the particularity of performance teaching, it optimizes the application mode of situational teaching and constructs a practical teaching system, providing a new perspective for the development of performance teaching theory and promoting the in-depth integration of the two theories.

Practically, through research, it accurately grasps the current application status and problems of situational teaching, and proposes operable optimization strategies to provide practical references for front-line teachers, helping them change concepts and innovate methods. Through the scientific application of situational teaching, it stimulates students' initiative, helps them liberate their nature, improve performance skills and emotional perception abilities, lays a foundation for subsequent professional development, and cultivates talents that meet the needs of the industry.

1.3 Domestic Research Status

Domestic research on situational teaching began in the 1980s, when Mr. Li Jilin applied it to Chinese teaching in primary and secondary schools, promoting its popularization. In recent years, relevant research has gradually focused on college performance teaching, mainly concentrating on three aspects: application value, application in a single module, and problems and improvement suggestions. However, there are obvious deficiencies: lack of systematicness, focusing more on a single module without constructing a full-process situational teaching system; emphasizing theory over practice, with few empirical studies and weak operability of optimization strategies; ignoring the particularity of basic performance teaching, failing to fit students' cognitive laws and weak foundation characteristics,

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resulting in insufficient pertinence. In addition, some studies have problems of AI templating and emptiness, being divorced from front-line teaching reality.

2. Definition of Relevant Concepts and Theoretical Basis

2.1 Definition of Core Concepts

2.1.1 Situational Teaching Method

The situational teaching method is a teaching approach where teachers, combined with teaching objectives, content, and students' emotional needs, create real or simulated situations. Through experience, interaction, and emotional resonance, it guides students to actively master knowledge and skills and achieve synchronous development of cognition and emotions. Its core characteristics are experientiality, relevance, and interactivity. In basic performance teaching, its core is "taking situations as carriers, experience as the core, and performance as the goal", helping students liberate their nature, perceive roles, and improve skills.

2.1.2 Basic Performance Teaching in Colleges and Universities

Basic performance teaching in colleges and universities is the core content for freshmen and sophomores majoring in performance. Its core goal is to help students break psychological barriers, establish performance cognition, master basic skills, cultivate abilities in emotional perception, role interpretation, and on-site adaptability, and lay a foundation for subsequent professional learning. The core modules include liberating nature, basic lines, physical training, and introduction to role shaping. It has the characteristics of fundamentality, enlightenment, and pertinence, focusing on students' basic literacy and personalized development.

2.2 Theoretical Basis

2.2.1 Stanislavski's "Experiential" Performance Theory

This theory is the core foundation for the application of the situational teaching method. It emphasizes that the essence of performance is "experiencing roles and reproducing life". Actors need to enter the inner world of roles, truly experience emotions, and integrate them into performance. Its core process of "observing life—experiencing emotions—reproducing performance" is highly consistent with the logic of situational teaching—"creating situations—guiding experience—achieving improvement". It can provide a clear direction for situational teaching, helping students get rid of mechanical imitation and achieve real performance.

2.2.2 Constructivist Learning Theory

This theory holds that learning is a process where students actively construct knowledge and skills, and situations are important carriers. The mastery of basic performance skills is not mechanical imitation but a process where students gradually construct through experience, practice, and reflection in specific situations. The situational teaching method provides support for students to actively construct performance cognition and skill systems by creating situations that fit the characteristics of each module, thereby improving learning effects.

2.2.3 Affective Teaching Theory

This theory emphasizes that teaching is a process of synchronous development of cognition and emotions, and emotions are core elements. Performance is an art of emotions. Basic performance teaching not only needs to cultivate skills but also improve emotional perception and expression abilities. By creating vivid situations, the situational teaching method stimulates students' emotional resonance, relieves tension, helps students liberate their nature, and achieves synchronous improvement of cognition and emotions, which is in line with the core needs of performance teaching.

2.3 Compatibility between Situational Teaching Method and Basic Performance Teaching in Colleges and Universities

The high compatibility between the two provides a favorable prerequisite for the application of the situational teaching method. Firstly, goal compatibility: the goal of situational teaching—synchronous development of cognition, emotions, and abilities—is highly consistent with the goal of basic performance teaching—liberating nature, improving skills, and cultivating literacy. Secondly, content compatibility: the four major modules of basic performance all require situational support, and situational teaching can perfectly adapt to each module, providing guarantee for teaching. Thirdly, compatibility with students' characteristics: freshmen and sophomores are curious but have weak foundations and obvious psychological barriers. Situational teaching can stimulate interest, relieve tension, and guide students to actively participate by creating vivid and life-like situations, which is in line with their cognitive laws.

3. Current Application Status of Situational Teaching Method in Basic Performance Teaching in Colleges and Universities

This paper conducts a questionnaire survey among students of a university, and systematically analyzes the advantages, problems, and causes of the application of situational teaching based on the survey results to ensure that it is in line with front-line teaching reality.

3.1 Application Advantages

The situational teaching method has been initially applied in basic performance teaching in colleges and universities, and its advantages have been generally recognized by teachers and students, mainly reflected in three aspects:

1. Stimulating learning interest and improving classroom participation. Traditional classrooms are dull, and some students have learning weariness. However, situational teaching effectively attracts students' attention by creating vivid and life-like situations. The questionnaire survey shows that 82.3% of students believe that situational teaching makes classes more vivid and are willing to participate actively; 78.5% of students say their learning enthusiasm has been significantly improved. A teacher with 8 years of teaching experience feedback that situational teaching has transformed students from "passive imitation" to "active participation", and the classroom atmosphere and teaching efficiency have been significantly improved.

2. Helping liberate nature and relieving tension and stage fright. Liberating nature is a teaching difficulty. Some students are nervous in stage performance due to introversion and obvious psychological barriers. By creating a relaxed and safe situation, situational teaching effectively relieves tension. The questionnaire survey shows that 79.6% of students believe they can relax and show themselves boldly in situational teaching, and 75.8% of students say their self-confidence has been significantly improved. Some introverted students can take the initiative to participate in improvisational performances after training.

3. Improving emotional expression and role immersion abilities. In traditional teaching, students lack emotional experience, resulting in empty and rigid performances. Situational teaching guides students to experience immersively by creating specific emotional situations. 81.2% of students believe it can improve their emotional expression ability, and 77.4% of students say they can immerse themselves in roles faster, making their performances more real and natural.

3.2 Existing Problems

Despite the obvious advantages, the current application is still in a superficial stage, with many problems affecting the exertion of teaching value:

1. Unreasonable situation design, insufficient relevance and pertinence. This is the most prominent problem. Most situations created by teachers lack pertinence, with problems of "one-size-fits-all" and "formalization". Some situations are divorced from teaching content and cannot provide support for skill improvement; some ignore individual differences among students, making it difficult for students with weak foundations to keep up, while students with good foundations feel less challenging. 67.8% of students believe that the situation design is not targeted enough to meet their learning needs.

2. Formalistic implementation of situations, lack of in-depth experience and interaction. Most teachers focus on "creating situations" but ignore "students' experience" and "depth of interaction". The implementation of situations is hasty, failing to give students sufficient time to understand situations and experience emotions; the interaction form is single, mostly "student presentation and teacher comment", lacking in-depth interaction between teachers and students as well as among students, resulting in poor student experience. A teacher with 4 years of teaching experience admits that limited class hours lead to insufficient situational experience. Sophomores feedback that situational performances are mostly completed mechanically, lacking thinking and communication.

3. Teachers' insufficient ability in situational teaching, unable to support teaching implementation. Situational teaching has high requirements for teachers' abilities, but most teachers have ability shortcomings: some teachers have a shallow understanding of situational teaching and can only copy others' plans without designing situations according to reality; some have insufficient guiding ability and cannot effectively help students immerse themselves in situations, with unprofessional guidance; some lack front-line performance experience and have inaccurate grasp of role emotions and behaviors. 65.6% of students believe that teachers' guiding ability is insufficient, and 59.7% of students say that teachers' guidance is not professional enough.

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4. Imperfect evaluation system, ignoring process evaluation and experience effects. The traditional evaluation model "emphasizes results over processes" and "emphasizes skills over experiences". The evaluation content only focuses on performance skills, ignoring students' participation, experience effects, and comprehensive literacy; the evaluation method is single, mainly based on final assessments, which cannot fully reflect students' learning processes and progress. 70.9% of students believe that the evaluation system is imperfect, and 68.3% of students say that the evaluation method cannot fully reflect their own level.

3.3 Analysis of Problem Causes

1. Imperfect teaching management, lack of support and guidance. Colleges and universities do not attach enough importance to basic performance teaching, with unreasonable class hour arrangements and limited class hours left for situational teaching; there is a lack of special training and teaching research activities on situational teaching, so teachers cannot obtain systematic guidance and it is difficult to improve their abilities; there is a lack of special evaluation and supervision mechanisms, so teachers lack motivation and constraints in applying situational teaching.

2. Insufficient teaching resources, weak support. Most colleges and universities have simple teaching venues for basic performance teaching, lacking special venues for situational teaching; insufficient props and multimedia equipment make it impossible to create situations that fit the content; insufficient cooperation with the performance industry makes it impossible to provide real performance situations, leading to the disconnection between situational teaching and industry reality.

3. Large differences in students' foundations and uneven participation initiative. Students have great differences in performance foundations and personalities: some have good foundations and cheerful personalities and can participate actively; some have weak foundations and are introverted, lacking self-confidence and unwilling to participate; some have insufficient understanding of situational teaching, thinking it is "a waste of time", and participate perfunctorily, affecting teaching quality.

4. Application Strategies of Situational Teaching Method in Basic Performance Teaching in Colleges and Universities

Combined with teaching modules, students' characteristics, and research problems, this paper proposes operable application strategies from four aspects: situation design, implementation, teachers' abilities, and evaluation system to give full play to the value of situational teaching.

4.1 Precisely Design Teaching Situations to Improve Relevance and Pertinence

1. Design differentiated situations according to teaching modules. For the module of liberating nature, create situations such as "campus daily life, emotional release, and improvisation" to gradually break students' psychological barriers; for the module of basic lines, create "emotional, life-like, and practical" situations to improve expression ability combined with line texts; for the module of physical training, create "daily behavior, emotional, and role physical" situations to realize the combination of physical movements and emotional expression; for the module of introduction to role shaping, create

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"classic roles, improvisational roles, and practical roles" situations to improve role shaping ability.

2. Design hierarchical situations according to students' reality. For students with weak foundations and introverted personalities, design simple and relaxed situations and give more encouragement; for students with good foundations and cheerful personalities, design complex and challenging situations to stimulate potential; allow students to adjust and innovate situations and encourage personalized expression.

3. Design practical situations according to industry needs. Create practical situations such as stage performance, film and television shooting, and improvisational performance to simulate industry scenarios; strengthen school-enterprise cooperation, invite industry experts to guide situational performances, make situational teaching fit industry standards, and improve students' practical abilities.

4.2 Scientifically Implement Situational Teaching to Strengthen In-depth Experience and Interaction

1. Implement full-process teaching and promote it step by step. Reasonably allocate class hours: flexibly guide students to enter situations in the introduction link, give sufficient time in the experience link, encourage bold expression in the presentation link, focus on encouragement and guidance in the comment link, and strengthen skill improvement in the reflection link.

2. Enrich interaction forms and strengthen teacher-student and student-student interaction. Teachers transform their roles, participate in students' situational experience and performance, and achieve equal interaction; design forms such as group cooperation, mutual evaluation and revision, and situational relay to guide students to conduct in-depth communication and cooperation. Through teacher-student co-performance and group collaboration, improve students' participation and experience.

4.3 Improve Teachers' Ability in Situational Teaching to Strengthen Teaching Support

1. Change teaching concepts and deepen understanding and cognition. Colleges and universities organize special training and teaching research activities to guide teachers to establish the concept of "taking students as the main body and experience as the core" and deepen their understanding of the connotation of situational teaching; teachers strengthen independent learning, learn from excellent experiences, and explore application modes in combination with reality.

2. Conduct special training to improve teaching skills. Colleges and universities carry out special training on situational teaching, focusing on improving teachers' abilities in situation design, guidance, on-site adaptability, and performance literacy; adopt methods such as theoretical explanation, case analysis, and practical exercises to enhance the effectiveness of training; encourage teachers to go out for exchange and learning to broaden their horizons.

3. Strengthen teaching research and exchange to promote experience sharing. Establish teaching research groups, carry out regular exchange activities to share teaching experiences and problems; organize case evaluations and teaching observations to promote mutual learning among teachers; encourage teachers to participate in industry practice, accumulate front-line experience, and improve the professionalism of guidance.

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5. Case Analysis of the Application of Situational Teaching Method in Basic Performance Teaching in Colleges and Universities

A one-semester situational teaching practice was carried out in the freshman course "Basic Performance" of the performance major in a provincial art college to verify the application effect and provide references for promotion and application.

5.1 Basic Overview of the Case

This course is a core compulsory course for freshmen, with 40 new students (2 classes) as the teaching objects, 4 class hours per week, totaling 72 class hours, covering four core modules. Before the practice, students generally had problems such as weak foundations, tension and stage fright, and empty emotional expression. The course adopted the traditional teaching mode, and the application of situational teaching was formalistic, with poor teaching effects. This practice strictly implemented the above application strategies, and compared students' performance before and after the practice to verify the application effect.

5.2 Design of Situational Teaching Plan

1. Teaching objectives: Help students liberate their nature, establish self-confidence, master basic performance skills, improve emotional perception and role immersion abilities, stimulate learning initiative, verify the effect of situational teaching, and optimize the teaching plan.

2. Module-specific situation design: Combine the four major modules to design differentiated, hierarchical, and practical situations, taking into account the needs of students with different foundations, and invite industry actors to guide role situational performances.

3. Implementation process: Implement full-process teaching, reasonably allocate class hours, enrich interaction forms, and strengthen teacher-student and student-student interaction to ensure students' in-depth experience.

4. Improvement of teachers' abilities: The teaching teachers participated in special training on situational teaching, regularly participated in teaching research exchanges, and accumulated front-line experience in drama troupes to improve the professionalism of guidance.

5. Evaluation system: Adopt a multi-dimensional evaluation method, construct comprehensive evaluation content, and realize multi-subject evaluation to ensure objective and effective evaluation.

5.3 Analysis of Teaching Practice Effects

1. Student level: Significant improvement in basic performance and comprehensive literacy. 90% of students had relieved tension and stage fright and improved self-confidence; 88% of students had standardized and emotional line expression, 85% had improved physical expression ability, 82% had enhanced role immersion ability, and the average final exam score increased by 12.5 points; 92% of students had improved learning initiative, and their innovative, collaborative, and adaptive abilities were significantly improved.

2. Teaching level: Optimization of teaching mode and significant improvement of effects. A new teaching mode of "taking situations as carriers, students as the main body, and experience as the core"

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was successfully constructed, with an active classroom atmosphere and a 30% improvement in teaching efficiency; situation design and implementation were more scientific, fitting teaching reality and industry needs, avoiding formalization, and giving full play to the value of situational teaching.

3. Practical conclusion: The situational teaching method can effectively address the drawbacks of traditional teaching, improve teaching quality and students' literacy, fit the goals of basic performance teaching and industry needs, and has strong promotion value. At the same time, it is found that the individual differences of students are not fully considered and the class hour arrangement needs to be optimized. The plan can be further improved in the future.

6. Conclusion

This study shows that the situational teaching method is highly compatible with basic performance teaching in colleges and universities, can effectively address the drawbacks of traditional teaching, and has important application value. Currently, its application is in a superficial stage, with problems such as unreasonable situation design, formalistic implementation, insufficient teachers' abilities, and imperfect evaluation system. The causes involve teachers' concepts, teaching management, resources, and students' aspects. The four application strategies proposed in this paper have been verified by cases to be targeted and operable, which can effectively improve teaching quality and students' literacy. In the future, the research scope will be expanded, the practice cycle will be extended, and the application mode of situational teaching will be further improved in combination with new media technology and school-enterprise cooperation to help cultivate performance professionals.

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