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Discuss the Analysis of the Innovative Ways in the Teaching of Drama Performance Major

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Abstract: As an important cradle of cultivating drama professionals, the drama performance major in universities has not only trained a large number of drama performance artists with exquisite skills and rich emotions, but also provided a solid foundation for the diversified development of China's drama art. Based on this, the article focuses on the core topic of teaching approach innovation of drama performance, briefly summarizes the significance of teaching innovation of drama performance, and puts forward specific innovative measures, aiming to provide help for the cultivation of drama professionals with innovative spirit and sense of The Times.

Keywords: Drama performance; Meaning; Approach of innovation

Introduction

Drama refers to the stage art with language, movement, dance, music and other forms of expression as the carrier. It is not only the reproduction and sublimation of life, but also the profound communication and collision of emotion and thought. Influenced by the rapid development of the cultural industry, the drama art performance has ushered in a new transformation, and all this prosperity cannot be separated from the high attention and efforts of the university drama performance major to the cultivation of professional talents. For a long time, in the training of drama performance talents, in addition to the training of the training of skills, more emphasis on the innovation of professional course teaching, so as to provide a batch of high-quality professional talents for the field of drama art in China, and effectively promote the rapid development of drama art.

1. The significance of teaching innovation in drama performance major

1.1 Deepening professional teaching

Drama professional as an important part of our cultural soft power, after years of research and practice, has built a relatively perfect teaching mode, for the national drama film and television industry delivered a large number of talented professionals, their works on the stage at home and abroad, made a positive contribution to the international spread of Chinese culture. However, due to many reasons, such as teaching methods, social cognition, teaching mode, etc., few students in drama performance major have made achievements, which greatly limits students' personal growth space and the cultivation of diversified and high-quality talents. Therefore, in order to adapt to the diversified development of society and the needs of the industry, it has become urgent to increase the teaching innovation of drama performance.

1.2 Cultivate professional drama performance talents

A successful dramatic work needs not only a fascinating plot and excellent production, but also a vivid, three-dimensional and distinctive character images to support it. Therefore, the relevant units in the selection of drama performance professionals, in addition to the outstanding image, temperament, more attention to the exquisite acting. In this context, the innovation of college drama performance has become crucial^[1]. Through teaching innovation, it can not only improve students' professional skills and performance ability, but also improve students' professional quality, laying a solid foundation for their future career development.

2. Drama performance professional teaching innovation way

2.1 Integrating digital technology and virtual technology innovation in drama teaching

Influenced by the rapid development of science and technology, digital technology (VR, AR) and virtual technology (artificial intelligence) are gradually applied in various fields, and the professional education of drama performance is no exception. Among them, the application of digital technology provides the possibility of spanning time and space for drama performance teaching. With the help of digital technology, students can experience dramatic performances in different scenes to gain a deeper understanding of the characters, emotions and plots. For example, the application of VR technology brings an immersive experience to drama teaching. By wearing VR helmets or AR glasses, students can personally participate in the drama scene and interact with the characters, so as to have a deeper understanding of the plot and character psychology. This immersive experience effectively improves students' interest and participation in learning, and promotes their imagination and creativity. The application of artificial intelligence can identify actors' emotional states by analyzing their facial expressions, sounds and body language, providing students with immediate feedback. This emotion analysis technology can help students to better understand the psychological states of the characters, and to truly express the psychological states of different characters.

Take "Room" as an example. First of all, teachers can use digital technology to build key scenes in "Room" for students, such as seemingly small but loving room and cold outdoor. These virtual scenes beautifully restore the details described in the work. In addition, teachers can also adjust the relevant scenes according to the teaching needs, such as the use of artificial intelligence to build virtual characters, all kinds of room furnishings, scenes outside the room, to provide students with a real and imaginative room. Students can wear VR helmets or AR glasses to enter the virtual scene, perceive the real situation inside and outside the room and the psychological state of different characters, so as to deepen the understanding and expression of drama works^[2].

2.2 Enrich the teaching content of the drama performance major

Under the background of artistic diversity, the teaching of drama major is no longer limited to the traditional narrative and expression techniques, but also pursues the depth of emotional resonance, the diversified integration of cultures and the cross-border exploration of art forms.

In "the jasmine", for example, the drama as a kind of innovative music drama form, cleverly to Chinese traditional music elements (such as jiangnan, Peking Opera singing) combined with modern music creation, into the modern drama performance skills and narrative structure, create a classical and fashionable, both national and international art experience. This art form not only shows the profound heritage of Chinese culture, but also reflects the respect and integration of cultural diversity in the background of globalization, and provides a creative platform for students majoring in drama performance that spans time and space and connects the soul. In the teaching, teachers can add the course of "Music and Drama Creation" in the drama performance major, so as to guide students to deeply understand the music concept and drama conception behind "Jasmine Music", learn how to take music as an important language of drama narrative, and strengthen emotional expression and atmosphere creation through elements such as melody, rhythm and sound. Students can try to create or adapt online music skits with elements of "Jasmine sound" to experience the artistic charm of the seamless connection between music and drama^[3]. In addition, teachers can also organize the "Cross-cultural Drama Exchange Workshop" to discuss with domestic and foreign students the interpretation and interpretation of "Jasmine Voice" in the art field under different cultural backgrounds, encourage students to participate in cross-border and cross-cultural drama creation projects, broaden their international vision and deepen their understanding of multi-cultural integration. Through the cooperative performance, students can not only improve their cross-cultural communication skills, but also learn how to incorporate local cultural elements like "Jasmine Sound" into the drama in practice, making it an artistic expression that resonates with global audiences.

2.3 Actively organize practical activities of drama performance

In the field of art education, drama performance teaching has long abandoned the traditional rehearsal hall and classrooms, but adopted diversified practical forms to build a ladder to the professional stage for students. Therefore, teachers should actively encourage students to participate in school associations, community cultural performance and other diversified practice activities, so that students can be exposed to a broader practice platform. Through organizing the practical activities of drama performance, students can deeply interpret the script and understand the inner world of the characters in the play, so as to realize the deep cultural inheritance in the interpretation process. These practical activities often need the careful guidance of professional teachers to present the best performance effect, and then help students to immediately adjust the performance state in the real performance environment, understand the depth of the role, and master the stage rhythm. This mode of "learning while doing" greatly enhances the practicality and pertinence of learning, allowing students to find and solve problems in practice, so as to quickly improve their performance skills.

Taking the Peony Pavilion as an example, the Peony Pavilion shows the innocence and beauty of human nature as well as the yearning for free love with the theme of the deep love and pursuit of free love. To this end, teachers should actively form or guide the existing drama societies to provide a stage for students who love drama to learn and practice. First of all, the club can set up a director group, actor group, script analysis group and stage design group according to the interests and abilities of the members, so as to ensure that each student can find a suitable role and participate in the preparation and performance of the Peony Pavilion. Second, teachers should guide students to further study the script of the peony pavilion also t, through group discussion, lectures, analysis the character, plot development, theme, etc., especially Du Linian's persistent pursuit of love and LiuMengMei's infatuation, and how they cross the boundaries of life and death love reunion, deepen students' understanding of the script, for the subsequent drama laid a solid foundation. Finally, teachers should be ready for the first performance, and also use the network platform to live, so that the audience who cannot attend the scene can enjoy the wonderful performance. At the same time, online forums should be opened to invite experts to interact with the audience, so as to deepen the understanding of the Peony Pavilion and the cultural value behind it. After the activity, teachers can organize a comprehensive feedback and reflection meeting, invite teachers and students to participate together, discuss the highlights and shortcomings in the performance, share the audience feedback, encourage students to put forward personal opinions, so as to improve students' drama performance ability and appreciation ability^[4].

3. Peroration

To sum up, the innovation of drama performance professional teaching is a process of continuous exploration, which requires educators to keep up with the pace of The Times and have the courage to try new technologies and new methods. At the same time, it also needs to have a deep understanding of the essence of drama art and adhere to humanistic care. Through the implementation of the above innovative ways, it can not only cultivate skilled and creative drama talents, but also promote the inheritance and development of drama art in the contemporary society, and make the traditional art glow with new vitality.

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