Training of Critical Thinking in the Course of Drama, Film and Literature

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Abstract: This paper aims to explore the important role of drama, film and television literature courses in cultivating students' critical thinking. Through an in-depth analysis of the course content, teaching methods, and evaluation system, this paper reveals how the course promotes students' ability to think independently, question existing ideas, and analyze texts and visual materials in depth, thereby enhancing their comprehensive literacy.

Keywords: Critical thinking; Drama; Film and television literature; Course content; Teaching method; Evaluation system; Comprehensive literacy

1. Introduction

1.1 The importance of critical thinking

In today's era of information explosion, critical thinking has become a key factor to distinguish the level of individual cognitive ability. It is not only related to the improvement of personal judgment, but also an important driving force to promote social progress and innovation.

1.2 The unique value of drama, film and literature courses

As a cross-field of art and humanities, drama, film and television literature, with its rich forms of expression and profound ideological connotation, provides a broad stage for students to cultivate critical thinking.

1.3 Necessity of research

In view of the importance of critical thinking to personal growth and social development, it is of great significance to explore the cultivation strategies of critical thinking in drama, film and television literature courses to improve the quality of education and cultivate talents with innovative spirit.

2. Course content and critical thinking

2.1 Appreciation and critical perspective of classic works

By guiding students to appreciate classic drama, film and television works, the course encourages students to examine the works from multiple perspectives, including historical background, cultural background, social significance, etc., so as to develop their critical reading and understanding skills.

2.2 Theoretical learning and thinking framework construction

The study of drama, film and television theory in the course provides students with the framework and tools to analyze and evaluate works, so that students can think and analyze works more systematically and form their own opinions on the basis of understanding theories.

2.3 Ability to practice creation and reflection

Students are encouraged to participate in the creative practice of drama, film and television. Through personal experience, they can learn to find and solve problems in the creative process, and reflect on their own creative process and results, so as to further improve their critical thinking ability.

3. Teaching methods and critical thinking

3.1 Discussion teaching

Through group discussions, classroom debates and other forms, students are encouraged to actively participate in classroom interaction, express their own views and opinions, while listening to and respecting the opinions of others, so as to develop their critical communication skills.

3.2 Case study

Select representative drama, film and television cases for in-depth analysis, guide students to examine problems from different angles, find contradictions and controversial points in cases, and cultivate their critical analysis and judgment ability.

3.3 Project learning

Project-driven, students are guided to conduct in-depth research and practice around a specific topic, developing their critical problem-solving skills through trial and error and adjustment during the project process[1].

4. Evaluation system and critical thinking

4.1 Diversified evaluation criteria

Develop a comprehensive evaluation system that takes into account students' academic achievements and focuses on their progress in critical thinking, innovation, and teamwork. This includes, but is not limited to: the ability to analyze problems in depth, the presentation of independent opinions, the rigor of logical reasoning, and the ability to identify and interpret complex information to reflect the maturity of critical thinking. At the same time, attention is paid to the students' original ideas, flexibility and problem solving skills demonstrated in the project to reflect their innovative ability. In addition, students' ability to communicate, coordinate and share goals is observed through interactive sessions such as group activities, project cooperation and class discussion to evaluate their teamwork spirit. Through these multi-dimensional evaluation, we can comprehensively promote the improvement of students' comprehensive literacy and ensure their all-round development[2].

4.2 Process evaluation

Emphasis is placed on evaluating the development of students' critical thinking in the learning process, which includes not only their active participation in class discussions, in-depth thinking and logical questioning, but also their multi-perspective insight and problem-solving strategies demonstrated in case studies. In addition, we closely track the students' problem finding, innovative proposal, decision making and teamwork in the project practice, and constantly strengthen their reflective ability and critical thinking with the help of continuous assessment and personalized tutoring. Through immediate feedback and guidance, students are encouraged to challenge the status quo, criticize established ideas, and dare to question conventional wisdom, thereby consolidating and enhancing their critical thinking acuity and depth[3].

4.3 Self-evaluation and peer evaluation

Encourage students to actively participate in self-evaluation and peer evaluation activities, guide them to deeply analyze their own learning experience, identify strengths and weaknesses, and strengthen critical self-cognition. By comparing their expected goals with actual outcomes, students learn to set and adjust their learning strategies. At the same time, through fair and honest evaluation of the performance and creation of peers, students will understand diverse perspectives in practice, respect and tolerate different ways of thinking, and improve critical social skills. This process not only exercises their communication and collaboration skills, but also promotes their application and understanding of critical thinking in the interaction, laying a solid foundation for them to solve problems in a diverse and complex social environment in the future[4].

5. Challenges and countermeasures

5.1 Insufficient curriculum resources

Facing the dilemma of limited curriculum resources, a series of strategies can be adopted to broaden the access to resources. For example, establish strategic cooperation with companies in the industry, invite industry experts to share practical experience in the classroom, and integrate cutting-edge insights into the teaching content. At the same time, actively explore digital and online education resources, such as the use of online open courses, academic forums, online script library and other network platforms to supplement and update teaching materials. In addition, students can be guided to participate in the actual production of film and television programs, and through field visits and internship projects, theoretical learning is combined with practical operation, so as to enhance the practicality and attractiveness of the course, and ensure that students can improve their critical thinking ability in practice[5].

5.2 Students' interest differences

According to the difference of students' interests, teachers can design personalized curriculum modules, covering different genres and styles of drama, film and television, so that students can choose according to their interests. At the same time, practical teaching methods such as project learning, role playing and screenplay writing can be adopted to enhance participation. At the same time, simulation workshops and seminars are introduced to encourage interdisciplinary cooperation, such as interpreting film and television works from artistic, historical or sociological perspectives, to broaden students' horizons. Film review competition and script reading meeting are held regularly. Through com-

petition and exhibition, a positive atmosphere of competition and cooperation is created to enhance students' learning motivation. In addition, teachers should pay attention to the learning progress of each student, adopt individual guidance, provide timely feedback and recognition, further tap the intrinsic learning enthusiasm of students, and achieve the dual goals of critical thinking training and interest-driven.

5.3 Teacher ability improvement

Implement professional development programmes for teachers, organize seminars and workshops on critical thinking teaching regularly, and enhance teachers' skills in guiding students to in-depth discussion, rational debate and innovative thinking. Provides a platform for sharing teaching resources and strategies to support teachers in exploring and applying the most effective pedagogies to stimulate and assess critical thinking in students. At the same time, establish a cooperative network among teachers, encourage the exchange of experience, and jointly improve teaching practice, so as to continuously optimize teaching strategies and ensure that the educational goals of drama, film and television literature courses in cultivating students' critical thinking can be effectively achieved.

6. Conclusion

The course of drama, film and television literature, with its rich narrative form and profound cultural connotation, provides a natural soil for cultivating critical thinking. The optimization of the course content, such as increasing the integration of interdisciplinary, such as the introduction of psychological and sociological perspectives, can broaden the analytical dimension of students. At the same time, with the help of multimedia technology, such as the analysis of audio-visual language of film and television works, students can understand the exquisite narrative structure and character formation in practice. Innovation in teaching methods is essential, and forms such as simulated workshops, seminars and project collaborations can enhance student engagement and interaction. Use role play and playwriting to stimulate creative thinking, problem solving and critical analysis skills. The improvement of the evaluation system is another key, combining quantitative and qualitative evaluation, focusing not only on outcomes but also on processes, such as student engagement, teamwork and self-reflection. In addition, dynamic and continuous feedback mechanisms can effectively promote the development of critical thinking.

With the personalized and digital trend of education, drama, film and literature education should make use of new technologies such as virtual reality and augmented reality to immerse students in different narrative experiences, understand the complexity of characters' emotions and plot conflicts, and further strengthen critical understanding and innovative applications. In the future, the role of drama, film and literature courses in education will become increasingly prominent. It will not only train innovative talents, but also equip students in the era of information overload with a skeptical and critical vision, insight into the social and psychological motivations behind artistic works, and participate in and shape the world with a rational and insightful perspective.

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