

# Exploring the Use and Development of Drama in Education in Elementary and Secondary Ethics and Rule of Law Course

Zhirui Chen

College of Literature, Sichuan Normal University, Sichuan, China

2022011004@sicnu.edu.cn

**Abstract.** Drama in Education (DIE) is becoming more and more important in the context of the development requirements of the country's soft power. As an important criterion of national soft power, Drama in Education (DIE) is gradually being integrated into all aspects of the school community. By bringing Drama in Education to *Ethics and Rule of Law* classes for primary and secondary school students, integrate the two. And through the practice of a combination of dots and lines to promote educational theater, receive a good response. The significance of Drama in Education is to energize the rigid classroom, to make it fun, to stimulate the potential of the classroom, and to improve the efficiency of the classroom for the students. Drama in Education breaks the traditional classroom model and makes the classroom content more colorful. However, the development of Drama in Education continues to progress slowly and steadily against all odds. Advancing Drama in Education on the Road to Transforming the *Ethics and Rule of Law* Classes, teachers in primary and secondary schools, as well as those responsible for leading relevant departments, have a long way to go. It is indisputable that Drama in Education plays an integral role in the *Ethics and Rule of Law* classroom for elementary and middle school students. It believes that even without a very strong foundation, China's educational theater will thrive in the future.

**Keywords:** Drama in Education; Drama Performance Activities; Integration of Drama; School bullying.

## 1. Introduction

This study is based on the introduction and use of Drama in Education in primary and secondary education in mainland China, and the integration of educational drama into primary and secondary school students' classrooms to stimulate classroom vitality. This study has significant implications for upgrading elementary and secondary classrooms and advancing educational reforms. This study focuses on the advantages of Drama in Education and its complementarity with test-based education. Literature analysis was utilized to locate and read relevant information and literature [1]. The advantage of this method is that it can comprehensively and precisely analyze the promotion of educational theatre and the attitudes towards it in each place, and facilitate research on the use of educational theater in primary and secondary school classrooms as well as in social activities. The ultimate goal of this study is also to further implement the good development of educational theater in the country. To achieve this goal, a deeper promotion and popularization of Educational Theatre was carried out.

## 2. Background

### 2.1. Drama in Education (DIE)

Drama and education are inextricably linked; the essence of drama is role-playing, which goes hand in hand with life. It is often said that life is like a play, so drama necessarily plays a role in indoctrination. In the development of human civilization, drama has always existed as an instrument of indoctrination. The edifying role of theater dates back to the time of the ancient Greek city-state of Pericles, where theater education served as the main type of civic education when citizens were given allowances to attend plays. In the ancient times of China, there were also the "six arts" of ritual,

music, archery, imperialism, calligraphy, and mathematics as the education of the aristocracy. The word "music" means music and dance, which includes poetry, song, and dance. This form of theatrical art was the earliest form of theater education in China. Although the Six Arts gradually disappeared during the Song Dynasty, opera developed greatly and became widely popular in the Yuan, Ming, and Qing dynasties. Drama education has existed for thousands of years and was finally systematized in the 1920s and 1930s. Nowadays, drama education is broadly defined as the integration of drama into the disciplines, where drama becomes a vehicle of means.

The scope of drama education is very extensive, and in addition to being applied to kindergartens, primary and secondary schools, and universities, community drama education is gradually becoming popular. Middle-aged and elderly people in the community, as well as white-collar workers, can also become service targets for drama education. Drama in Education can be divided into narrow educational drama and broad educational drama. Narrowly defined Drama in Education is the theatrical education method, which allows teachers to use theater elements in the classroom and integrate theater into the classroom. Guiding students to participate in the classroom is like having them write a script for a performance. Using drama as a medium of teaching. Unlike narrow-sense drama education, the scope of application of broad-sense drama education is more extensive, expanding from classroom teaching to social and cultural activities, and expanding the learning object from students to the whole society.

## **2.2. Concept of Curriculum Education in Primary and Secondary Schools**

In the 1980s, Hong Kong and Taiwan were influenced by Western educational drama and introduced educational drama into the classrooms of primary and secondary school students. Among them, drama education in Taiwan is more valued and included in the curriculum system early on. The education drama in mainland China began in the mid-1990s, and many nonprofessional drama colleges and universities offered this course, combining Chinese language classes with drama, which is a practical work of education drama in primary and secondary school classrooms [1]. The intervention of educational drama in primary and secondary schools can to some extent help students alleviate stress. In recent years, with the call for double reduction, educational drama has become increasingly a way for teachers to help students relieve stress. Faced with the heavy burden of exam-oriented education, the drama teaching method increases the fun of the classroom through methods such as script creation, role-playing, and theatrical performance [2]. Through this positive interaction, students can master classroom knowledge, improve their communication skills, enrich their inner world, and form correct values. Drama has its unique characteristics and is more interesting compared to other disciplines. Through teachers' discussions and research, incorporating drama into the classroom injects new vitality and develops a more vivid classroom. Make a single classroom interesting and present teaching content vividly to students. This is the charm of educational drama.

## **2.3. The Application of Drama in Education in the Classroom**

Drama can be divided into various types such as drama, dance, musical, etc. These types and elements can be applied separately to the classrooms of primary and secondary school students. For example, in the subject of ethics and the rule of law, students are often asked to return to their lives and use events that occur in their lives to elicit their knowledge and understanding of ethics and the law. For example, in the lesson "The law cannot be violated" in Unit 2, Lesson 5 of the *Ethics and Rule of Law* textbook for the eighth grade. Students can design drama performances on the themes of "Say No to Bullying in School" and "I am a Rule of Law Compliance", which are close to "Bullying in School". Through their role-playing, students experience a range of emotional changes in those involved, such as the fear and regret of the bully faced with bearing the consequences of the rule of law; The helplessness and despair of the bully when faced with a difficult situation; the sense of justice within the student who sees the law as valid and the pride in the validity of the law. By familiarizing themselves with these roles as well as understanding them, students deepen their

knowledge of school bullying and its dangers, so that they can resist it from the bottom of their hearts and thus promote correct values.

The use of musical situational drama injects musical elements into the student classroom as a way of capturing the students' attention. For example, in the lesson "Be a law-abiding citizen" in the second unit of the first book of the eighth grade of the study of the unified textbook of morality and the rule of law, to make the students aware of the rules, the teacher will divide the sense of violation and the sense of compliance into two teams with different musical effects, and make different music in the scenario through the students' performance of whether or not to comply with the rules. Amid beautiful music, students can make clear perceptions and judgments about actions that violate the rules. At the same time, this different classroom format not only increases the fun of learning but also allows students to raise awareness of the rules of compliance. Students can follow the rules and understand the importance of rules to human civilization while enjoying beautiful music. Contribute to the development of students' respect for rules and the development of good ideas, concepts, and ethical standards through experience and practice [3].

In the *Ethics and Rule of Law* textbook VII, "Teacher-Student Interaction," a lesson on guiding the establishment of a correct and good teacher-student relationship, the skit scenario-based drama teaching is widely used. In a witty form, the relationship between teachers and students is presented in a way that skillfully resolves conflicts between teachers and students and correctly handles the relationship between teachers and students. This kind of guidance will help students learn to get along with not only their teachers but also the elders around them who know how to respect the old and love the young. But for this kind of skit theater, first of all, it should pay attention to the pre-class investigation of the teacher's mode of getting along with the students, and choose the typical skit rehearsal and the right remedy. These examples should be both positive and negative, highlighting character relationships. Secondly, it is more important to focus on the results of the reflection that the program brings to the students, in a way that allows everyone to empathize with. Watching the skit is a light-hearted and enjoyable way to talk about the ethical rule of law and thus increase the motivation of students to communicate. This promotes the growth of the student's personality, and at the same time, the skit situational theater teaching sublimates the *Ethics and Rule of Law* classroom, which contributes to the mental health of the students.

### **3. Case Studies**

#### **3.1. Prevention of Bullying in Schools**

The prevention of bullying in schools has been covered many times in the teaching materials for primary and secondary school students, such as the second book of the fourth grade, the first book of the sixth grade, and the first book of the seventh grade, which is a side effect of the fact that incidents of bullying in schools occur with a high frequency at the primary and secondary school levels. School violence may grow unchecked by the world in dark corners because of the threats of the abuser and the cowardice of the victim, and the consequences can be very serious. School bullying often casts a shadow over the life of the bully, as well as a lingering stain on the bully's life. Bullying in schools is unique and in some cases reaches the level of a crime, and many students do whatever they want because they are at a young age, so they don't care about the law. Some schools focus only on "self-protection" and neglect to guide the awareness of the "protection of others". Preventing bullying in schools requires more comprehensive education on the rule of law [4]. The purpose of the *Ethics and Rule of Law* course is to implement the standard of establishing morality and educating people, and while saying "no" to bullying in schools, it is also necessary to pursue and utilize reasonable methods to produce a good effect in a gradual and spiraling manner.

The primary and secondary school years are a critical period of personality growth, and students need to be guided by sound teaching and learning. As the classroom is a place for teaching and learning, teachers can select situational cases, carefully design teaching topics, and delicately design teaching

activities to achieve the goal of educating people. Teachers can use real events from around the country and adapt them to include elements of drama in the classroom. The creation of life situations in teaching focuses on constructing scenario settings that are acceptable to students, then adding dramatic elements and expressing them through performance. The use of Drama in Education and drama classrooms, where teachers carefully design classroom themes, initiated through storytelling at the elementary level and experienced through sitcoms at the middle school level. To practice responsibility in the form of combining theory and practice, and to construct a "one, three-dimensional, all" system of educating people in the civics and political science classes [5]. Education comes from life, through the theater way to shows that life situations, can be closer to the distance between life and education and teaching to improve the effectiveness of teaching. Schools should develop a systemic mindset, incorporate the more comprehensive rule of law education, incorporate rule of law education into the drama classroom, and reproduce the "bullying scene" in black box theaters. Such as bringing offenders to justice in a mock mini-courtroom was a big hit. To help students understand that "the law protects me and restrains me" and "small mistakes will lead to big mistakes", and to develop the awareness and habit of learning the law seriously, abiding by the law strictly, and using the law positively [6].

#### **4. Development and Impact**

The development of educational theatre can be traced back to the early 20th century in Britain and the United States, where they emphasized the use of dramatic thinking and theatrical approaches to help solve educational problems [7]. Through more than a hundred years of development and growth, through the deep work as well as innovations of several theater educators and theater researchers such as Peter Slade and Dolores Scott [8]. Drama in Education has been continuously recognized by the world, from the United Kingdom and the United States to Taiwan, Hong Kong the last slowly recognized and developed by the mainland [9]. Even though the footsteps of Drama in Education in the mainland lag far behind the level of developed countries, it has been continuously accepted and favored by the world because of its unique charm. Drama education in China should be adapted to the local conditions. Combining educational theater by policies and regulations and the quality education that primary and secondary school students need five education. The appeal of educational theater continues to be discovered across this vast landscape. What need to do is to make the Drama in Education in line with the national conditions, to make the people enjoy the art. Putting aesthetic education and cultural education into practice. Educational theater provides a new path for aesthetic education [10].

Domestic educational theater institutions, too, should seize the dividends of the era's policies to expand market awareness and build a distinctive brand. It will continue to promote international exchanges in educational theater, expand the use of educational theater in social life scenes, and assume the responsibility of educational theater teacher training.

#### **5. Conclusion**

The findings of this study indicate that Drama in Education has significant advantages in the classroom of primary and secondary school students, especially in the classroom of ethics and the rule of law, thus further informing that educational theater, as a kind of soft power, the spirit of art has an indelible role to play in the process of the growth of primary and secondary school students.

This study provides some reference value for the further development of Drama in Education and others' research in the future, mainly affecting the application of educational drama in the classroom of primary and secondary school students, and future research should be more focused on the practical aspects of educational drama as well as the in-depth exploration of optimization research.

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