

The Application of Educational Drama to the Emotional Adjustment of College Students

Chengyuan Chi

Wanjiang College of Anhui Normal University, Wuhu, 241000, China

Abstract

At present, drama in education is still in the new stage in China, and its specific application is gradually extended from preschool education, primary and secondary education to other fields. In the specific application in the field of College Students' mental health education, it can avoid the temporary and periodic shortcomings of campus psychological drama, and as a good supplement, enrich the teaching means of College Students' mental health education course. It can also be used as a routine means of psychological counseling, counseling and treatment to better regulate students' negative emotions caused by mental health problems. In addition, drama in education is less affected by objective factors and can be used flexibly.

Keywords

Drama in education; College students; Emotion; Regulation.

1. Introduction

For a long time, the concept of educational drama and drama education has often been blurred and sometimes mixed in China. With the further expansion of academic exchanges between China and foreign countries, educational drama has become a research field with obvious momentum of rise and development, which not only has a strict difference between concept and drama education, but also gradually applies to pre-school education and primary and secondary education teaching. Educational drama can not only integrate moral elements as "educational purposes" and "teaching goals" into the educational theme, implicitly have an impact on the group of college students, but also as a reliable carrier, which can be applied in the current college students' psychological health education, and play a certain role in regulating the different emotions, especially the negative emotions, which arise from psychological or other problems.

2. The Connotation, Development and Application of Educational Drama

The concept of "educational drama" emerged late in the Chinese mainland and appears to be still in its infancy. In the 1920s, influenced by the educational idea that the educational practice of American educator Dewey should be closely related to the students' social life experience, many western educators incorporated drama as one of the art forms into general education, and educational drama was finally established. [1] However, since the development, different scholars at home and abroad still have different definitions of "educational drama", with cross-cutting and extension of connotation and extension. There is no completely unified approach to this issue, resulting in the term "educational drama" sometimes used to refer to activities such as DIE(Drama in Education),and sometimes to a broad category of activities that include the former, and this verbal confusion may continue for some time to come. In the context of this paper, educational drama is drama as a means of education, its main purpose is education, not performance and artistic display.

2.1. Try or Spread - The Current Situation and Application Trend of Educational Drama in China

In the 1930s and 1950s, dramatic teaching methods developed and matured in Europe and the United States. In the 1970s, the classroom teaching method, which was based on drama and "experience and experience first hand", was basically established and mainstreamed in the UK. In the 1980s, drama was incorporated into syllabuses in the United States, Canada, Australia and some European countries, and applied to language courses. In 1992, the UK Education Reform Act formally included dramatic activities in the national curriculum standards. After a boom in the 1990s, the complete system of educational drama was largely established in Europe and the United States in the late 20th century. At present, educational drama continues to flourish in Europe and the United States, Southeast Asia, Hong Kong and Taiwan, and even Africa, and has been effective in various courses and different classroom teaching.

In recent years, the application of educational drama in China has mainly focused on children's educational drama (theatre) workshops, primary and secondary school classrooms and after-school associations in the pre-school stage, but the degree and maturity of development are quite different. Children's Educational Drama Workshops, such as Drama Rainbow, founded in Beijing in 2009, were the first in China to introduce and practice educational drama courses for children aged 3-8. An authority on English educational drama methods. With the rapid development of pre-school education-related industries in China, similar children's educational drama institutions have sprung up in recent years, and the quality is uneven. In primary and secondary school classrooms, the completion of educational drama is often through the early rehearsal of adapted stories or original stories, the use of complete drama performances, to carry out the whole class teaching of Chinese, English and other courses, or some of the teaching content is designed as a preview of the performance paragraph, infiltrated in the ordinary classroom teaching process, to complete the teaching objectives of a certain knowledge point. Some primary and secondary schools have also developed their own characteristics of educational drama school-based curriculum, especially in English, Chinese and other disciplines, teachers' participation and students' enthusiasm are higher, but also achieved better results. In addition, conditional primary and secondary schools, students can choose the drama community accordingly, educational drama participation and cultivation, but subject to hardware and software conditions, especially the guidance of teachers of educational drama knowledge and practice reserves, in this form to fully spread the practice of educational drama is more difficult. Overall, educational drama in China is still in the pre-development stage, and Europe and the United States still have a large gap. In terms of specific applications, it is still used as an embellishment or match for conventional education, and has not yet formed a scale.

2.2. Parallel or Supplementary - The Relationship Between Educational Drama and Campus Psychological Drama

Educational drama has been incorporated into some primary and secondary school mental health education classrooms in recent years, according to the characteristics of students' psychological development at different ages, carefully designed content, using the form of educational drama, to guide students to actively participate in it, improve mental health level. It is worth pointing out that although educational drama has been applied and developed in Primary and Secondary Schools in China, it is still in the state of "groping" in colleges and universities, which indirectly leads to the shortage of teachers related to pre-school education and educational drama in the primary and secondary education stage.

The practice of college education drama is basically included in the community activities of colleges and universities, but there is also a kind of drama practice, that is, campus psychological drama, which also has some function of educational drama to some extent, and is often organized and carried out by the mental health education center or similar institutions of

colleges and universities. In essence, psychological drama is a kind of psychological therapy method which is often used in community, family, education and so on, and influences and corrects individual's cognition, emotion, behavior and so on by means of drama performance. The campus psychological drama belongs to a branch of the current psychological drama or the specific application, that is, by means of problem description, the students in the study, life encountered by the various types of psychological problems classified, through the performers to use the stage performance, these typical psychological problems, and the use of advance rehearsal of the complete and effective solution, Complete performance, thus giving the audience and performers positive hints and good inspiration to achieve the effect of psychological counseling or psychotherapy. Campus psychological drama makes full use of the advantages of the campus Such as the number of performers, a wide range of participation, audience targeted, students in their youth and easy to resonate, will be individual and collective linkage, through the performance with artistic characteristics, to complete the effect of psychological healing, than the general oral treatment is more easily accepted by the group of college students, and has a strong privacy and confidentiality.

Campus psychological drama has been widely used in colleges and universities, but there is also a certain tendency to generalize. The concept of "campus psychological drama" has been generalized as "stage drama of the story of performance psychological problems", which also leads to the main function of campus psychological drama being weakened to "the situational reproduction of psychological problems of college students", from performer-oriented to audience-oriented, weakening the psychotherapy function of performers and participants. If the theme of educational drama is limited to the field of mental health of college students, to solve the psychological problems encountered by college students as the guide, to "learn to solve specific psychological problems" as the educational goal, then the advantages of educational drama will be highlighted, can be used as a good complement to campus psychological drama, as a conventional way and campus psychological drama for college students psychological health education. For example, without the restriction of objective conditions, educational drama can be integrated into the mental health education classroom of college students, around a separate mental health theme, through the early conception, planning, rehearsal, the use of 15-20 minutes of time, "fragmented" performance, enrich the teaching methods of mental health education courses for college students, in order to achieve better educational results.

3. The Concept, Characteristics and Status Quo of College Students' Emotions

The exact definition of "emotion" is less consistent. In general, emotion is a psychologically mature response adjustment mechanism for individual human beings in the process of their own growth and development, and it is also a complex psychological phenomenon with certain adaptability, motivation and system.

3.1. The Mix of Sense of the Times and Urgency - The Characteristics of Contemporary Chinese College Students' Emotions

At present, China's higher education development into the fast lane. According to the Ministry of Education's 2020 National Statistical Bulletin on the Development of Education, as of 2020, there will be 2,738 general colleges and universities in China, with a total of 41.83 million students studying in all types of higher education. Of these, 32.8529 million are students in general colleges. It is worth noting that students born after 2000 have taken up a larger proportion of the total number of students enrolled in this specialty. College period is the key period for young people's psychological maturity, and it is also a period of emotional instability and even changeability. During this period, the emotional autonomy of the person is

significantly enhanced by the sudden change in his or her identity and the distance from family supervision. In addition, the promotion of social status, the improvement of cultural literacy and the influence of the surrounding peers, the mood of the group of college students with distinct characteristics, such as stage, richness, volatility, impulsivity, cover-up, etc. On the whole, the emotional characteristics of contemporary college students have a distinct sense of the times due to age and the sense of urgency arising from facing various pressures.

3.2. Inadequate and Unbalanced - Based on the Emotional Status of Contemporary College Students from the Perspective of Mental Health Education in Colleges and Universities

Mental health education in Colleges and Universities in China has been in its infancy for more than 30 years since the mid-1980s. Regarding the inevitability of mental health education in Chinese colleges and universities, Lin Chongde once pointed out: "In China, with the acceleration of the pace of life and work, the continuation of stress, the increase of competitive pressure, the expansion of social experience and the change of thinking mode, people may encounter psychological imbalance in work, study, life, interpersonal relationships and self-awareness." These psychological or behavioral problems, not only in-service personnel, but also in students, so students need to carry out mental health education. With the rapid development of social economy, especially the development of network information pay more attention to interactivity and speed, the group of college students is further affected. In recent years, the phenomenon of college students taking a break from school and dropping out of school has increased sharply, while the vicious events and extreme behaviors such as suicide and homicide caused by psychological factors have also been on the rise. Contemporary college students are faced with the challenges of study, love and employment, and the psychological pressure is increasing gradually, and the psychological problems are increasing. Psychological problems have become the first reason why college students drop out of school in recent years. This shows that the mental health status of Chinese college students is still not optimistic at this stage. With the further increase in the number of students in colleges and universities, mental health problems in the group of college students have become more prominent, and the development and strengthening of mental health education has become the focus of the current work of college students. At present, most colleges and universities in China have set up mental health education centers or similar institutions to measure and monitor students after admission and before graduation, to establish mental health files for college students, and to offer a wide variety of mental health education courses for college students, involving the life, academic, emotional, career planning and other aspects of college students, in addition to the opening of psychological counseling and basic psychological treatment. A study by Ms Leung and others found that about 75 per cent of college students would choose to talk to friends about their mental confusion and seek help from a counsellor, while only about 3 per cent would be satisfied with their mental health courses overall, with 70 per cent. The above college students can obtain psychological knowledge from the course, master the psychological adjustment method and gradually promote self-personality perfection, after the course, the frequency of positive emotions of college students increases, the difference is statistically significant, in addition, the total score of college students seeking psychological help and the factor score of all dimensions are significantly improved, indicating that mental health courses can increase the positive mood of college students and improve their attitude of seeking psychological help. However, under the background of the large-scale spread of mental health education, the current emotional status of college students, negative still has an increasing trend. For example, because the university stage and the primary and high school learning mode is different, resulting in academic inadaptation, resulting in students to produce anxiety, depression and other emotions, due to the rapid development of the Internet and network information,

resulting in students to create confusion, impetuosity and other emotions, because of indulging in mobile games, video variety, network short video, resulting in students to produce irritability, irritability and other emotions; , leading to depression, sadness, anger, pain and other emotions. And the above emotions, if long-term exist in the individual college students, will cause a variety of psychological problems, and even lead to extreme behavior or malignant events. Therefore, the way, method and guidance and correction of the bad mood of college students in the way of mental health education in colleges and universities still need to be further developed and improved.

4. The Link and Application of Educational Drama and the Emotional Adjustment of College Students

4.1. Try and Promote - The Link Between Educational Drama and the Emotional Adjustment of College Students

At present, due to the rapid development of social economy, people's lives are surrounded by all kinds of information, entertainment and network information, college students just out of the family, inevitably will have a certain degree of social pressure and never experienced the complex interpersonal relationship, sometimes caught in it, it is difficult to treat the resulting problems independently and rationally, especially prone to psychological problems, leading to bad moods. How to help college students adjust their emotions is an important problem in college students' mental health education. Educational drama, because it has a wide range of participatory and rich themes, can be used as a good supplement to campus psychological drama, as an integral part of college students' mental health education, and can be used extensively and deeply as a "conventional means" to the emotional adjustment of college students. However, it should be noted that the mental health education of college students is the premise and link of the use of educational drama, only in the context of the comprehensive spread of mental health education of college students, educational drama can really promote the emotional adjustment of college students. In addition, the development of educational drama in China is not deep enough, lack of certain theoretical guidance and practical examples, therefore, educational drama as a way of emotional adjustment of college students, is an effort to try, and strive to achieve effective results in practice, to promote the further development of mental health education of college students.

4.2. Classroom Teaching and After-school Tutoring - Application in Mental Health Education Institutions

The situations and scenarios in which educational drama can be applied are summarized below. First, it is applied to the teaching of mental health education courses for college students. At present, college students' mental health consciousness has improved significantly compared with the past, but there are still students who are afraid of psychological counseling and afraid of others to look at themselves with colored glasses. Therefore, in the form of a topic, the common psychological problems into it, in the normal classroom teaching, can make the majority of students more involved, experience, real understanding and reasonable solution of psychological problems, to avoid students for personal reasons to lose the opportunity of psychological counseling, greatly protect the privacy of students, so as to minimize the negative emotions caused by psychological problems. Because of the large number of participants in classroom teaching, students' emotions are also more likely to influence the theme of educational drama and other people's infection, and to deepen the psychological impression of students. Second, it is applied in psychological counseling and counseling in the school mental health education department. Through the early preparation and research, students may produce emotional sub-type, grade, sub-scenario, the development of different themes of the

script, the theme is mainly for the purpose of education and guidance, through the application of educational drama in psychological counseling and counseling, break the routine, give students a sense of freshness, as a supplement to psychological counseling and counseling. Educational drama because of the theme, purpose, education is strong, therefore, can be reproduced through the situation, in psychological counseling and counseling to quickly adjust and change the students' bad mood.

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