

Game Training in Teaching Drama Performance

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Abstract

As a performing art, theater requires a high level of competence from actors. Actors not only need to perform their plays well on stage, but also need to cut their teeth in real life and integrate real life into their stage performances. People who are on stage for the first time will have a certain sense of awe and fear of the stage, how to effectively eliminate the fear of beginners? There is a method of teaching drama performance called game training method, which can reduce the burden of students in the performance, fully integrate into their roles, and achieve good performance results.

Keywords

Game Training; Drama Performance.

1. Introduction

In recent years, the National Development and Reform Commission has constantly proposed to strengthen the training of professional and technical talents in theater and to improve the talent pool of our country's literary and artistic circles. Under the changing economic landscape, the economic level of society is rapidly increasing, and people are not only pursuing material satisfaction, but also focusing on spiritual satisfaction, and the demand for art and culture is constantly increasing. People continue to put their eyes into the art of opera, and more and more people are taking the road of performance to promote the development of opera art in China, and major universities are gradually setting up performance majors to build a better stage for these students to pursue their dreams. How can we quickly guide our performance majors to get started and become a professional communicator and literary artist? How to improve the professionalism of already initiated opera performers? These questions have become a constant exploration for every educator of opera performing arts in their teaching work. Next, the author will discuss the significance of game training in opera performing arts and reflections on its role in the context of his own experience.

2. The Significance of Game Training in Teaching Opera Performance

2.1. It can Stimulate Students' Interest in Learning Drama Performance

Most of the students who are on stage for the first time are more intimidated and will have psychological barriers. As it is the nature of students at this age to like to play, the application of game training in the teacher's drama performance teaching can effectively enrich the content of performance teaching and improve students' enthusiasm and initiative in drama performance. Vivid and interesting game training can reduce the difficulty of learning drama performance, using simple games to produce visible effects, making it easy and enjoyable for students to enter into the role and empathize with the character, not only improving students' understanding of the role, but also relieving their psychological burden to fully substitute themselves into the role and perform. It is important to note that we should not put the cart before the horse. Our aim is to train the game primarily for the purpose of improving the students' theatrical performance, not for entertainment. The teacher should grasp this degree to make teaching drama performance produce twice the teaching effect with half the effort.

2.2. Toenhance the Overall Quality of Students' Theatrical Performances

Students who have not received systematic theatre performance instruction are not able to perform professionally in theatre, but they can be introduced through play training. Through targeted games, students can overcome their fear of going on stage for the first time, cultivate their down-to-earth behavior and psychology in a subtle way, and also be able to form keen observation and understanding through the application of game training in the session of drama performance teaching, and then combine the information in and on the stage to improve the creativity of the characters and improve the overall quality of drama performance of the students.

3. The Principles of Game Training in the Teaching of Opera Performance

3.1. In the Choice of Games Should be Interesting

Young kids love fun games and boring games do not motivate them accurately. Only by choosing games that children like can students be motivated and have fun with game performance. The teacher of opera performance should have solid professional knowledge and also fully understand the students' preferences, fully combine the knowledge with the game, set the game scenes familiar to the students, and teach with fun in order to make the students actively participate in the game and achieve the effect of learning in the game.

3.2. Teachers Should Actively Motivate Their Classmates

The teacher does not only want to stimulate the students' interest in theatre performance. It is also important to develop the students' love and familiarity with the stage, to build everyone's confidence in performing on stage, and to overcome psychological barriers. The teacher should summarize the game during and after the game, appropriately praise the students who performed well and scold those who performed poorly, actively share their stage experience, strengthen the students' belief in the stage and increase their desire to be on the stage. Teachers teaching opera performance should also have a certain tolerance and be good at finding the bright spots in each student. Teachers should actively give encouragement, adolescent children have a strong self-esteem and competitive spirit, constant encouragement can make him do better and better, while to crack down will make him sink and doubt himself. During the game training, the drama performance teacher should affirm the students' performance and build up their confidence in performance as a way to motivate them to be more proactive in their professional learning. The teacher's approval of them can also remove the students' nervousness, create confidence in themselves, and allow them to get deeper into their roles. Drama performance teachers need to allow them to be different from what they ask for and protect the creative mindset of their students. Let the students actively and courageously express themselves, create themselves, transcend themselves, and confidently go to the center of the stage.

3.3. There Should be Progressiveness in Game Training

Drama performance teaching teachers can use beginner difficulty when guiding their students to begin, thus facilitating an easy introduction. However, during the training process, the teacher should fully observe each student's performance and continuously increase the difficulty according to the students' performance, so that the difficulty of the game matches the students' learning progress in drama performance. Otherwise the students have been training in simple games, which cannot improve the professionalism and cannot have the proper training effect. For example, at the beginning, the teacher can give them the complete script and scenes and let them perform the play in the situations that have been set up. By the late stage of the game, the teacher can just give them a theme and let the students create freely according

to the performance of their opponents and their own imagination to make use of the expertise they have learned [1].

4. Suggestions for the Application of Game Training in the Teaching of Drama Performance

4.1. Establish Game Teaching System and Improve Game Teaching Mechanism

The role of games is becoming more and more obvious under the premise of teaching for fun and improving the quality of teaching for students through games, but under the traditional philosophy, teaching games is still not accepted by most teachers. Teachers who are at the forefront of teaching should standardize the system of game teaching and improve the mechanism of game teaching so that every teacher can have something to base on when teaching games. With the prescribed system and mechanism, teachers can teach games within a manageable range without putting the cart before the horse and appearing to emphasize games over teaching.

4.2. The Form of the Game Should be New and Flexible

By training the game in teaching, the students' interest in performing can be increased. And the game format is new and flexible, which can add to the fun of the game, rather than the self-indulgence of the teacher alone. Games that fit the students' temperament can make them participate and immerse themselves in the games, help them create a vivid character, integrate into the character with full emotions and feelings, systematically and effectively teach drama performance in the games, and improve their acting ability in a subtle way. One's ability to self-evaluate can be changed as the students become engaged in the game. The teacher should also make professional guidance when the students are forming professional self-evaluation skills, seize the best plastic period of the students, and carry out game training systematically and effectively.

4.3. The Design of the Game Should be Reasonable and Scientific and Integrate Humanistic Education

When teaching drama performance in games, teachers should pay attention to the rationality and science of designing games, and teachers should also pay attention to the cultural connotation in the content of the games. As the saying goes, "learn the art first, learn to be a human being", teachers should pay great attention to students' personal quality and psychological condition, and also improve students' cultural connotation and heritage in the teaching of games. It is worth noting that teachers should ensure that the content of the game is positive and healthy, so that it can meet the needs of teaching acting and training a group of excellent literary artists for the country.

4.4. Should Focus on Group Cooperation When the Game is being Played

Performing is not a one-person affair, but a group of actors. The teacher should design the game with group work in mind. Each student will learn to draw on the performances of others and rely on them to perfect their own performances. After the group work is finished, the teacher will let the group students make self-evaluation and then mutual evaluation, which will not only improve the students' knowledge level of self-performance, but also improve their awareness of group cooperation and lay a good foundation of cooperation for future performances in the drama group.

5. Conclusion

Today, as the road to socialism with Chinese characteristics continues to be built, people are paying more and more attention to their spiritual enjoyment, and literary artists are charged with the job of creating literature and art. The game training can improve the efficiency of teaching drama performance and enhance the professional knowledge as well as the professional level of the students. The ultimate goal of the game training is to build students' self-confidence in performing, eliminate their fear of the stage, and mobilize their enthusiasm for drama performance, form keen observation and creative ability, empathize with the characters in the game, understand their joy, anger and sorrow, improve their comprehensive performance quality, provide a large number of excellent talents for future literary and artistic work creation, and enrich the spiritual wealth of our citizens.

References

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