

ROLE OF DRAMA IN EDUCATION

Thakur Abhinendrasingh Brajmohansingh

Research Scholar,
School of Languages,
Gujarat University
abhinendrathakur@gmail.com

Abstract

This paper is based on the key conceptual characteristics of the methods of drama, particularly in the field of educational contexts. First we discuss about what drama is and its short conceptual features and then we discuss about the role of drama in field of education and different approaches by explaining theories. After discussing a comprehensive background of the drama, we consider the possible implications of using drama in the curriculum planning and instructions which is done by applying in curriculum. The methods of drama have the potential to arouse excitement, interest and curiosity toward a subject matter which can be quite effective in capturing the attention of enthusiastic young people. The environment also performs its role where teachers can co-operate with motivated students to achieve the goals of education through methods of drama. This drama form in education popularized at the beginning of the twentieth century but not understood by many people as substitute method for traditional didactic strategies. Many approaches and sessions are used in education to complete the target through drama methods. Drama has been presented here in both way as an effective and an indispensable tool for education, as well as a great chance to support personal growth and development. The methods of drama support teachers in didactic strategies and can hold an essential place in the classroom.

Key words: drama, education, curriculum, indispensable

INTRODUCTION

Education is an important part of life and to provide education to all the people of our society is an important task. Teaching through diverse art forms is become effortless and successful when it is used in appropriate and efficient way. Many methods are well known and satisfactory in the way of teaching and they present students a proper knowledge and students understand the various aspects of education clearly. Dramatic methods have that variety of potential which can give students excitement, make them curious about the subjects and also helps to capture attentions and imaginations of the students. Since the responsibilities of teaching curriculum by teachers and responsibilities of learning by students could be shared easily. The responsibilities will make students mature and cooperative and it would be easy for the teachers to teach students with the help of many dramatic methods in a unique way.

Now a day, it is a trend to educate curriculum with many different ways and drama performs its role at an immense level. Though the method of drama was became very prominent around the starting of twentieth century, even it was not accepted by the substitute method of teaching because it was not understood by many people. Actually we all were habitual of our traditional didactic strategies and we do not want to change in our traditional didactic strategies. After few times, drama performed its role in the field of education so it became more popular and people started seeing the drama to accomplish certain educational goals and objectives also more efficiently. Now it becomes necessary to find other ways to use of drama in education, including roots, structures, application areas, approaches and new techniques. New techniques and approaches will formulate education easier and it will shrink the burden of students and they will start focusing on their study with great enthusiasm and interests.

DEFINITION OF DRAMA AND FEATURES

Many educationalists and drama specialists have given different definitions about drama and here, we will see the definition of Bolton, drama is "thought in action; its purpose of the creation of the meaning; its medium is the interaction between two concrete contexts". The first context is all about an imaginary constructed by creating a dramatic world bound in time and space and the second context is all about the real world that we experience everyday in our life. In this interaction, we can distinguish that the selected content is managed in an imaginary context, but using the experience of genuine life. Drama may serve as an authentic method in education when the selected content is in accordance with curricular goals and objectives. Exploration of ideas and situations are achievable within the curriculum by the help of this art form.

It is very essential to appreciate an overview of the main conceptual features of drama and its theoretical background when it works to develop a wider perspective on the usage of drama across school curriculum. By performing drama, it becomes achievable to create a sense of rules and ideal government organization. Herbert Spencer, who considered play crucial to a child's development and showed that "the form of play depends on the level of development of the player: the structural complexity brings an increased diversity of play". Furthermore, Karl Gross also highlighted the importance of the play in the "growth of intelligence". It shows that if drama is fundamental to a child's development, opportunities for increasing the diversity of play should be used in classrooms.

Many dramatists and writers also proposed play as an adaptive, organized means by which children learn about how to make intellect of their physical and social environment. They agreed about the role of the play that children become responsive and gain a feeling of control over the complex and difficulties of life they face. Moreover they become aware and identify also how to face the problems of their life and how to solve the problems of life easily. Play is not only performing its role in these ways but it also supports in the evolution of students' life in modern way. It does not represent that such make-believe play does not continue even after children begin to play games with rules, as well as it is true that make-believe play already has its own rules in the imaginary world where those rules created by children. Many dramatic plays also act upon very important in child's social, cognitive, moral, creative and affective development.

IMPORTANCE OF INDIVIDUALITY

Many theories about learning emphasized the need for children to experiment and explore and the process dependent on the extent to which rules and symbols can be manipulated. If we talk about the conceptual foundation of drama, particularly in education field, it becomes important to explore the idea of "individuality" in education because the development of drama would be impossible without accepting the idea of individuality, by which each individual is perceived as unique. It also affects the perception of the child where the place of a child in our society started to change from being miniature adults to a special part of life where there is importance for special treatment, understanding and education. Rousseau contributed a new idea in this: "consider the man in the man and the child in the child". This new transform significantly influenced the development of progressive child centered theories of education for the betterment of every child. Dewey summarized about old education by stating that "the center of gravity was outside the child. It was in the teacher, the textbook, anywhere and everywhere you pleased, except in the immediate instincts and activities of the child himself". When children are given importance then their feelings are gained and they became the midpoint of education. Elias (2007) stated that each child has his own feelings, and an education environment should be constructed regarding these feelings, effective and long lasting learning can occur when emotions are activated during the process. Drama cares about the cognitive and emotional aspects of the individual and it is a process where participants can be taught through carefully structured experiences which contain plays, dramatic contexts and reorganized play.

APPROACHES IN DRAMA

In drama, there are two main approaches: drama for supporting personal development which is named creative drama and another using drama as a part of teaching methodology, called drama in education. The second approach involves the establishment of a dramatic environment where children learn the subject by playing roles and using many other dramatic techniques. Few drama theoreticians, in the middle of twentieth century constructed some ideas including both the technical approaches. They believed that dramatic processes should be used for both promoting personal development and teaching a subject in proper manner. Hence, it is not denied about the reality that drama performs very significant role not only in the promotion of personal development of the students but also it is very useful as a subject to teach students about its different variables.

DRAMA AS AN ART FORM

Drama as an art form is widely accepted to support personal development and self actualization. In this approach, only curriculum activities are not focused but the development of a whole person through drama is focused more. Creative drama develops the whole person in that it supports children's physical, emotional, intellectual and social welfare. It covers all the variables of the education and creative methods also where students have been put in the central and significant part of all the studies. Many writers and thinkers have commented about the importance of drama in education and also in the development of students' life, it performs its role as a giant level. Ward (1957) argued that "its objectives are to give each child an avenue for self expression, guide his creative imagination, provide for a controlled emotional outlet, and help him in the building of fine attitudes and appreciations and to give him opportunities to grow in social cooperation". Students can create their imagination at very large level through the help of drama seriously in the life and with

that they can learn also to maintain their emotional feelings which help them to prepare them as a better person for our contemporary world.

DRAMA IN EDUCATION

This is the following approach which works as a teaching and learning medium with the assist of drama. It has the potential to mesmerize learners because it prepares the platform where it builds on the spontaneity and make believe action of dramatic play. It focuses more on the abstraction of the core curriculum and also the concrete level of education. It encourages the direct participation of the students to teach them the clear perception through educational approach. We can distinguish that in this technique, the power and responsibility move from teachers to groups and learners feel respected for having an expert status and it provides lots of experience through professional codes. Now a day, education is given through various platforms and in that drama performs its role very significantly and it covers also a huge part of education system.

INTEGRATIVE APPROACH

We observe this approach from the mid twentieth century which focuses on both perspectives about learning to place drama at the center of curriculum and their ideas provided concrete arguments for the use of drama both as an instrument teaching and learning and also in the supporting way of personal development. Through this integrative approach, two kinds of goals are targeted for through the dramatic methods. Drama for education is the foremost and central target is that the objectives of the chosen curricular subject. The second goal is too related with the personal development such as improving empathetic understanding, reinforcing affirmative self concept, increasing self awareness and awareness towards others and critical thinking skills, promoting communication skills and the capability to work cooperatively. Drama is very important in the increase of self alertness and also provides the ability to work in proper manner.

DRAMA IN THE CLASSROOM

Drama is based on activity where involvement of students takes place physically and mentally. The possibilities of life can be explored through role play, improvisation and games. When we include drama in the service of education, it suggests that we pick the content of drama for curricular subjects and also the goals from the curriculum. When we decide about the drama in education, the role of the teacher becomes very important because a teacher should know the special knowledge of it and how to apply and how to plan it in the selected content. It is also necessary to know the features of dramatic contexts and prepared an educational environment in which students can solve their problems after getting the knowledge of techniques by performing role playing. Drama is a very powerful tool for learning and teaching through supplying an enjoyable and creative environment which provides long lasting knowledge. Teachers should be able to take their roles in drama process and attend class actively to their students' creations and improvements. Though there are many options available for teaching the students, but even teachers are the only source which is very trustworthy and very important for the students because the students can learn all the things very easily through teachers with many ways and their problems also can be sorted out very easily.

CONCLUSION

In this paper, drama has been presented both as an effective and an indispensable tool for education, as well as a great chance to improve personal development. It is very useful to create such an environment where, while students' and other participants' uniqueness is the main concern, a focus remains on group creation and working cooperatively to find new things and to create meanings about the world. It becomes helpful in teacher's didactic strategies and also helps to be well informed about drama practices. The students and other participants of drama should be aware about the contexts of the approaches of drama, techniques of drama and planning and process to achieve the expected outcomes. With the help of appropriate curricular decisions and knowledge about drama, dramatic methods can hold an important and an essential place in the classroom.

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