

# Exploration of Teaching Strategies for Drama, Film and Television Performance under Multidimensional Thinking

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**Abstract:** In the teaching of drama, film and television performances, traditional teaching methods often focus on imparting and imitating skills, while neglecting the cultivation of students' innovative thinking, cross-border cooperation ability, and comprehensive literacy. With the rapid development of society and cultural diversity, the demand for talents in the field of drama, film and television performance is also constantly changing. In order to adapt to this change, it is necessary to explore a more open, inclusive, and innovative teaching model. This article focuses on in-depth exploration of teaching strategies for drama, film, and television performance under the context of diverse thinking. The article first outlines the theory of pluralistic thinking and points out the inherent connection between pluralistic thinking and theatrical film and television performance. Next, the article analyzes the current situation of theatrical film and television performance, emphasizing the importance of theatrical film and television performance under diverse thinking. Furthermore, this article provides a detailed analysis of the teaching strategies for theatrical film and television performance under diverse thinking, and conducts relevant case studies on theatrical film and television performance under diverse thinking, highlighting the importance of teaching theatrical film and television performance under diverse thinking.

## 1. Introduction

Drama, film and television performance, as a comprehensive art form, carries multiple functions such as cultural inheritance, emotional expression, and social reflection[1]. In the context of globalization and informatization, drama, film and television performances are facing unprecedented challenges and opportunities. The traditional performance teaching model, although capable of cultivating skilled actors, is inadequate in cultivating innovative thinking, cross-border cooperation, and comprehensive literacy. Therefore, it is necessary to explore a more comprehensive, open, and innovative teaching strategy for drama, film, and television performance to meet the needs of the times. Multidimensional thinking, as a way of thinking that transcends disciplines, fields, and cultures, provides a new perspective and path for teaching drama, film, and television performance[2]. It encourages students to interpret characters from multiple perspectives, analyze the plot, and stimulate their imagination and creativity. At the same time, diversified thinking also advocates cross-border cooperation, encourages students to exchange and cooperate with talents from different fields, and expands the boundaries of performing arts. Under the guidance of diversified thinking, teaching strategies for drama, film and television performances need to be adjusted and innovated accordingly. The teaching content should be more diverse and diverse, incorporating interdisciplinary knowledge and methods; Teaching methods should be more flexible and diverse, emphasizing the subjectivity and participation of students; The evaluation system should be more diversified and personalized, focusing on the comprehensive development of students.

## **2. Theoretical Overview of Multidimensional Thinking**

### **2.1. The concept of diverse thinking**

Multidimensional thinking, as the name suggests, is a way of thinking and a mode of thinking that emphasizes not being limited to a single perspective, method, or field when solving problems or creating, but being able to think from multiple perspectives, levels, and fields in a comprehensive and multi-dimensional way[3]. This way of thinking is open, inclusive, and innovative, which can help people better cope with the complex and ever-changing real world.

### **2.2. The connotation and characteristics of diversified thinking**

The connotation of diversified thinking is very rich, involving multiple levels such as cognition, emotion, culture, etc[4]. At the cognitive level, diverse thinking emphasizes a comprehensive grasp and in-depth analysis of information, which can avoid one-sidedness and bias. At the emotional level, diverse thinking advocates empathy and emotional resonance, which can enhance understanding and communication between people. At the cultural level, diverse thinking respects differences and diversity, which can promote communication and integration between different cultures. The characteristics of diversified thinking mainly include the following aspects: firstly, flexibility, which means being able to adapt to different situations and problems, and flexibly adjust thinking methods and strategies; The second is innovation, which can generate new ideas and solutions, promote the development and progress of things; The third is criticality, which means being able to critically analyze and evaluate information, avoiding blind acceptance and dissemination of erroneous information; The fourth is inclusivity, which means being able to respect and understand different perspectives and cultures, and promoting the development of diversity and inclusivity.

### **2.3. The intrinsic connection between diverse thinking and theatrical film and television performance**

Drama, film and television performance, as a comprehensive art form, involves multiple fields such as literature, music, dance, and art, and has extremely high artistic and technical qualities[5]. Multidimensional thinking plays a crucial role in theatrical and film performances. Firstly, diverse thinking can help actors better understand and shape their characters. Through multidimensional analysis of characters, actors can delve deeper into their inner world, emotional changes, and personality traits, thereby presenting their character images more realistically and vividly. Secondly, diverse thinking can enhance actors' performance skills and expressiveness. During the performance process, actors need to use various performance techniques and means to convey the emotions and thoughts of the characters, and diverse thinking can help actors use these techniques and means more flexibly and diversely, enhancing the artistic effect of the performance. Finally, diverse thinking can promote innovation and development in theatrical and film performances. In the constantly changing market and audience demands, drama, film and television performances require continuous innovation and breakthroughs, and diverse thinking can provide a continuous source of motivation and inspiration for this innovation.

### **2.4. The Specific Expression and Role of Multidimensional Thinking in Drama, Film and Television Performance**

In drama, film and television performances, the specific expression and role of diverse thinking are mainly reflected in the following aspects: first, the multidimensional shaping of characters. Actors need to comprehensively and deeply understand and analyze characters from multiple perspectives and levels, in order to shape more three-dimensional and full-bodied character images. The second is the diverse expression of emotions. Actors need to use various performance techniques and means to convey the emotional changes of their characters, such as language, actions, facial expressions, etc., in order to make the audience more realistic and profound about the character's inner world. The third is a diverse interpretation of the plot. Actors need to interpret and process the plot in multiple ways based on their own understanding and feelings, so that the

audience can see different perspectives and levels, enhancing the attractiveness and infectiousness of the plot. The fourth is the diversified utilization of stage space. Actors need to make full use of stage space, create different atmospheres and situations through different performance areas and methods, so that the audience can feel the charm of the drama more immersively.

### **3. The Current Situation of Drama, Film and Television Performance**

The rapid development of social economy has not only improved people's material living standards, but also greatly enriched their spiritual world, driving the vigorous growth of the drama and film industry. In addition, many well produced Western drama and film works have been imported into the mainland, which has improved people's aesthetic vision and diversified spiritual needs. This requires more professional and creative performing talents, Undoubtedly, higher requirements have been placed on the teaching methods of theatrical performance[6]. Firstly, from the perspective of teaching modes and curriculum settings, while inheriting classics, drama, film and television performance education also faces the need for innovation. However, with the rapid development of media and technology, these traditional skills are no longer sufficient to meet the ever-changing market demands. Therefore, educational institutions need to pay more attention to the research and teaching of modern media, emerging art forms, and cross-cultural performance, in order to cultivate performance talents with diverse and innovative abilities. Secondly, in terms of the integration of technology and resources, although digital and multimedia elements have begun to be integrated into drama, film and television performances, this integration is not universal. Many performers have deficiencies in technology and resources, lacking high-quality recording and recording equipment, as well as advanced performance simulation software. This not only limits performers' technological innovation and progress, but also affects the innovation and development of the entire industry. Therefore, strengthening the integration of technology and resources, enhancing the technical ability and innovation awareness of performers, is an urgent problem to be solved in the current drama, film and television performance industry.

### **4. Teaching Strategies for Drama, Film and Television Performance under Multidimensional Thinking**

#### **4.1. The transformation of teacher roles and the cultivation of diverse thinking abilities**

As the leader of teaching, teachers first need to transform their role from a traditional knowledge imparter to a guide for students to actively explore and practice. In order to cultivate students' diverse thinking abilities, teachers themselves also need to possess this ability, be able to flexibly respond to various situations in teaching, stimulate students' innovative thinking and spirit of cross-border cooperation. To this end, teachers can continuously update their teaching concepts and methods and enhance their diverse thinking abilities by participating in training, seminars, and other means. At the same time, by communicating and collaborating with teachers in other art and disciplinary fields, we can jointly explore interdisciplinary teaching methods, thereby providing students with a more diverse and diverse learning experience.

#### **4.2. Innovative teaching methods, emphasizing practical teaching and emotional experience**

In order to cultivate students' diverse thinking abilities, innovative teaching methods are also needed. Role playing and improvisation are effective teaching methods that allow students to have a deeper understanding and experience of the inner world of characters, and enhance their performance skills and expressiveness. In this teaching method, teachers can guide students to understand and shape roles from different perspectives and levels, stimulating their innovative thinking and imagination. Meanwhile, situational simulation and creative practice are also important means to cultivate students' diverse thinking abilities. By simulating real-life performance situations or creating new performance works, students can gain a deeper understanding and apply the knowledge and skills they have learned, enhancing their creativity and imagination.

### 4.3. Interdisciplinary integrated teaching

The teaching of drama, film and television performance should focus on the integration with other art forms and disciplinary fields, in order to broaden students' artistic horizons and thinking breadth[7]. For example, combining with art forms such as dance, music, and art to explore the diverse possibilities of performing arts together. In addition, introducing knowledge and methods from other disciplines such as literature, psychology, sociology, etc. can also help students gain a deeper understanding of characters and plot, and enhance the depth and connotation of performance. This interdisciplinary teaching approach can not only cultivate students' diverse thinking abilities, but also enhance their comprehensive literacy and innovation abilities.

### 4.4. Establish a diversified evaluation system

When evaluating the performance level of students, a diversified evaluation system should be established, focusing on the development of students' diverse thinking ability, innovative thinking, and cross-border cooperation ability. Evaluation methods can include various forms such as self-evaluation, peer evaluation, and teacher evaluation, in order to have a more comprehensive understanding of students' learning situation and progress. At the same time, attention should also be paid to targeted evaluation and guidance of students' personality differences and strengths, helping them better leverage their strengths and potential. This diversified evaluation system can stimulate students' interest and motivation in learning, and promote their comprehensive development.

The teaching strategy of drama, film and television performance under diversified thinking plays an important role in the field of drama education. These strategies not only stimulate students' innovative thinking and creativity, but also expand their artistic horizons and collaborative abilities, improve learning efficiency, and cultivate well-rounded talents. The teaching strategies for drama, film, and television performance under diversified thinking are shown in Table 1.

Table 1 Teaching Strategies for Drama Film and Television Performance under Multidimensional Thinking

Teaching strategies	Target	Implementation methods
Teacher Role Transformation	Enhancing Teachers' Multidimensional Thinking Ability	Participate in training and seminars; Read relevant books and watch excellent performance works
Innovative teaching methods	Stimulate students' innovative thinking and imagination	Role playing and improvisation; Interdisciplinary integrated teaching; Scenario simulation and creative practice
Interdisciplinary integrated teaching	Expand students' artistic horizons and thinking breadth	Combining with art forms such as dance, music, and art; Introducing knowledge and methods from disciplines such as literature, psychology, sociology, etc
Establish a diversified evaluation system	Pay attention to the development of students' diverse thinking ability, innovative thinking, and cross-border cooperation ability	Multiple evaluation methods such as self-evaluation, peer evaluation, and teacher evaluation; Targeted evaluation and guidance

## 5. Case analysis of drama, film and television performance teaching under diversified thinking

The teaching of drama, film and television performance under diversified thinking emphasizes personalization, innovation, and practicality, emphasizing active participation and cross-border cooperation among students[8]. The teaching content is rich and diverse, incorporating interdisciplinary knowledge to enhance students' artistic vision and comprehensive literacy. The

teaching methods are flexible and varied, using methods such as role-playing and improvisation to stimulate students' innovative thinking and imagination. The evaluation system is diversified, emphasizing the personalized development and comprehensive quality improvement of students. This teaching model not only improves students' performance ability, but also cultivates their innovative thinking and teamwork ability, laying a solid foundation for their future career and social life. The teaching cases of drama, film, and television performance under diverse thinking are shown in Table 2.

Table 2 Teaching Cases of Drama Film and Television Performance under Multidimensional Thinking

Case name	Teaching content	Application of teaching strategies	Student gains
Role playing in Hamlet	Dramatic Performance Skills and Character Understanding	Role playing and improvisation; Scenario simulation and creative practice	Students gain a deeper understanding of character psychology, enhance performance skills and expressiveness
Workshop on Combining Dance and Drama	Exploration of interdisciplinary integration	Interdisciplinary integrated teaching; Scenario simulation and creative practice	Students explore the integration of dance and drama, broaden their artistic horizons and thinking breadth
Creating short plays for exhibition and performance	Creative Practice and Team Collaboration	Scenario simulation and creative practice; Teacher evaluation and mutual evaluation	Students enhance their innovative thinking and teamwork skills through creative practice
The Application of Social Psychology in Dramatic Performance	Introduction of interdisciplinary knowledge	Introducing knowledge and methods from disciplines such as literature and psychology; Role playing and improvisation	Students understand the social background of their roles and enhance the depth and connotation of their performances

## 6. Conclusions

In the context of globalization, informatization, and diversification, the performing arts of drama, film, and television are facing unprecedented opportunities and challenges. Multidimensional thinking, as a way of thinking that transcends disciplines, fields, and cultures, has pointed out new directions for teaching drama, film, and television performance. Through in-depth exploration and practice, we can clearly see the enormous potential and value of this teaching model in cultivating well-rounded and innovative performing talents. Diversified thinking not only enriches the content and methods of drama, film, and television performance teaching, but more importantly, it transforms our understanding and educational methods of performance art. In this thinking mode, students are no longer passive receivers, but active explorers and creators. They are encouraged to interpret characters and analyze the plot from multiple perspectives, in order to explore more levels of performance possibilities. At the same time, diverse thinking also promotes cross-border cooperation between students and talents in other fields, which not only broadens the boundaries of performing arts, but also provides students with more opportunities for practice and learning. The teaching strategy of diversified thinking promotes cross-border cooperation between students and talents in other fields, and expands the boundaries of performing arts. This cross-border cooperation not only enhances students' performance abilities, but also injects new vitality and creativity into the field of drama, film and television.

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