

Research on Drama, Film and Television Performance Teaching in Ordinary Art Colleges and Universities Based on Multiple Thinking

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Abstract: The teaching of drama, film and television performance major of ordinary colleges or universities in China lacks of practicality training, so, some students do not have in-depth knowledge of performance theory, and they even lack of basic performance skills. This article studies the teaching of drama, film and television performance, analyzes existing problems in this major, and explores strategies for improving the teaching of drama, film and television performance under multiple thinking. On the basis of this study, drama, film and television performance major can improve teaching through three ways: diversification of specific means of drama, film and television performance training; diversification of teaching content of drama, film and television performance; diversification of teaching objectives for drama, film and television performances.

1. Introduction

In recent years, the major of drama, film and television performance has become a hot topic, and many colleges and universities have set up the major of drama, film and television performance under this trend. At present, more than 200 colleges and universities in our country have set up drama, film and television performances, which have provided a large number of performers with excellent comprehensive quality for the society. Vocal music is an important professional basic course for this major. Due to the influence of traditional vocal music teaching concepts, the characteristics of vocal music teaching for drama, film and television major have not been fully paid attention to [1]. Many colleges and universities in China have set up drama performance major, but the practice of drama performance major is very strong, and there will be some deficiencies in the related personnel training in ordinary colleges and universities. In particular, some students' drama professional quality is not high, they do not even have in-depth knowledge of performance theory, and there is a problem of insufficient basic performance skills [2]. Under the thinking of contemporary social groups, artistic beauty is not static, and it represents the needs of different individuals for art and aesthetics [3]. The multi-thinking drama film and television performance teaching is a kind of teaching that combines the actual situation, advanced characteristics and teaching ideas, makes full use of advanced teaching audio-visual resources, creates a diversified teaching environment, and cultivates students' diversified thinking and methods. Since the current performance teaching strategy cannot effectively train the performance talents, the multi-thinking performance teaching strategy becomes more important.

2. Current Situation of Drama, Film and Television Performance Teaching in Colleges and Universities

The teaching of drama, film and television performance specialty aims to cultivate more professional talents who can adapt to the drama, film and television stage and create new values in the drama, film and television market. However, not enough attention has been paid to the strong practicality of the drama, film and television performance specialty. There is no scientific understanding of the feasibility of implementing teaching arrangements in key art colleges and universities, and there is no deep understanding of the problems in the training of drama, film and television performance talents. For a long time, Chinese colleges and universities have been

focusing on training elite talents, adopting specialized teaching methods to carry out specialized talents training [4]. According to this teaching concept, the students of the performance majors have certain professional expertise, but the homology of the students of the same majors, so that students lack independent personality in the field of drama performance [5]. This requires more performance talents with professional ability and creativity, and it also undoubtedly puts forward higher requirements for the teaching method of drama performance. Nowadays, with the popularization of movies, television and other visual media, drama as an ancient art has a broader stage of development. For this, the society needs a large number of talents for film and television production.

The rapid development of social economy has greatly enriched people's spiritual world while improving people's material living standards, which has promoted the growth of the drama and film industry [6]. The current college drama performance majors are based on the completion of teaching tasks, and improve the employment rate of students. Although the professional development of students is taken into account in professional teaching, it is not "people-oriented". The teaching of drama and film performance in this case is difficult to achieve a better teaching effect by the development of students' individual abilities and market adaptability. At the same time, it is difficult to improve the performance ability of college students in drama, film and television performance. Compared with key colleges and universities, first of all, the overall quality of students is lower, and quite a number of students lack performance theory and basic knowledge. Secondly, teachers are weak and teaching facilities need to be improved. Students receive systematic professional education in drama performance and have certain professional qualities, but lack of social adaptability, which leads to the lack of professional operation ability and actual performance ability of drama performance professionals trained by colleges and universities. It is impossible to reasonably plan the teaching and develop the potential of the students in combination with their own actual situation, so that outstanding performing talents cannot recognize and give full play to their own advantages, resulting in a gap with high-level colleges and universities [7]. It is necessary that colleges and universities should explore suitable teaching methods and teaching modes according to their own characteristics in order to cultivate practical talents.

3. The Importance of Multi-Thinking Teaching in Drama, Film and Television Performance

In the talent training of drama performance major in Chinese universities, the corresponding training methods will be adopted for different drama roles, including talent selection and talent training mode, etc. The multi-thinking mode of drama film and television teaching is embodied in making full use of existing resources, adopting advanced teaching concepts and combining with the actual situation, aiming at cultivating students' performing thinking modes in a pluralistic way and creating a good teaching environment for them. Teachers of drama, film and television performances in Colleges and universities can make up for the deficiency of thinking in traditional teaching by using multi-thinking reasonably and scientifically in teaching, and effectively improve students' film and television performances and comprehensive artistic accomplishment. At present, there are still many drawbacks in the teaching of drama, film and television performance major. The multi-thinking teaching mode can make better use of advanced scientific and technological resources to make up for the inherent thinking mode in traditional experience teaching, and organically combine vocal music and performance, which can not only improve students' film and television performance quality faster, but also promote students' learning of other specialized courses.

4. Application of Multiple Thinking in Drama, Film and Television Performance Teaching in Colleges and Universities

4.1 Diversification of Specific Means of Drama, Film and Television Performance Training

How to let students have a deeper experience of the role in the performance creation, enjoy the feeling of entering the role, and create immersive reality through the grasp of the role and their own

performance is a problem that must be considered in the teaching of drama, film and television performance. Most of the students enrolled in Colleges and universities have received good art teaching in high school, but their general literary literacy is poor, which has caused some obstacles to the teaching of drama, film and television. Performing a character well requires the performer to have a deep understanding of the character's connotation and enter the character's spiritual world. This has brought great difficulties to teaching. Actors are not only faced with a dead role, but also rush to play the role in a living state of mind, endow the role with soul, and create a flesh and blood figure, all of which need profound literary accomplishment [8]. Therefore, colleges and universities should add textbooks in the subject of drama and film and television, and also recommend some excellent literature and film and television works for students to read, so that students' literary vision is more open and literary accomplishment is improved. By setting different teaching goals for different students, we can better adapt to the development of different students. In terms of teaching objectives, teachers should pay attention to the interpretation of different roles by different students. Each character has its own space for performance and creation [9]. Let students learn from the perspective of interest, such as making short films to participate in the show entertainment program, etc., and give certain affirmation, so that students can gain artistic wealth through professional learning.

4.2 Diversification of Teaching Content of Drama, Film and Television Performance

Increase the weight of performance practice in teaching. In the past, the teaching content of drama, film and television performance in art colleges and universities was mainly theoretical teaching, focusing on consolidating students' basic knowledge. There are also many similarities between lines and singing voice training. Efforts to learn vocal music and lines together are good for promoting vocal music and lines. Different from traditional university majors, drama, film and television performance teaching is not limited to teachers' experience and knowledge reserve, and can make more use of modern multimedia means to assist teaching. Students need colleges and universities to provide more performance opportunities and a broader performance platform to accumulate experience in practice. Especially in the drama and film performances, the grasp of the sense of the stage and the sense of the lens, this abstract understanding can not be taught only by the teacher's vivid and interesting language. In the teaching of drama performance in colleges and universities, it is necessary to use the corresponding teaching methods for teaching from the perspective of education, but it is necessary to change the original educational mode of elite art talent training. Integrate teaching into the daily learning and life of students. For example, it carries out various methods such as cultural performances, drama training, professional assessment, and contingency training, and innovative teaching methods to form diverse teaching effects in various teaching methods. Teachers should not be limited to the theoretical instillation of classroom teaching, but should adopt a diversified approach to develop students' performance skills.

The teaching content should not be limited to the performance major. Nowadays, the classification of different majors in Colleges and universities makes most students only think that the knowledge of their major is the most important, and other knowledge is just like chicken ribs. Both sides of teaching and learning often bear enormous energy and time costs, and students' training cycle is also long. Teachers should give careful guidance to students' performances, and require them to have a comprehensive and in-depth understanding of the role of drama, so that they can enter a specific historical background to experience the thoughts and thoughts of the drama characters. Through the participation of these forms of practical activities, students majoring in theatre, film and television performances in Colleges and universities not only have the opportunity to receive on-site guidance from professional teachers, but also accumulate on-site performance experience through personal practice and experience, so as to promote personal performance skills to a higher level. For example, teachers can carry out teaching through animal simulation. In the process of students' self-explanation and deduction, they actually stimulate students' performance ability. It is not a rigid imitation of an animal, but an in-depth animal form. Psychological performances are conducive to stimulating students' creative performance; each character's skills

and personality are different, although this knowledge cannot be exhausted in the teaching content, but some common characteristics can be abstracted from it. These methods make vocal music teaching intuitive, image, and abstract into concrete. It is very helpful to improve the efficiency of vocal music teaching and ensure the quality of teaching.

4.3 Diversification of Teaching Objectives for Drama, Film and Television Performance

There are no small roles, only small actors. There is room for any role to perform. Performance of various roles helps actors to dig out the depth of performance from different angles, thus better performing artistic creation [10]. In practice, teachers can organize students to expand their performances through art parties, music competitions and other forms. Students have not only increased their practical performance experience through attending various parties and concerts, but also gained relevant professional guidance, enriching their performance experience and improving their performance ability. Let the students evaluate these programs through group discussion or free expression, and let the students find out the places worth learning and learning from these programs, so as to promote the improvement of students' appreciation ability. On the basis of the original performance videos and themes, students will innovate, create and perform. This kind of teaching method can better reduce the psychology of students imitating the original subject matter, and establish a performance platform centered on individual students. In addition, in the setting of professional courses, we must also consider the integrity of the curriculum, but also consider the development of the curriculum to ensure that students receive systematic education. In addition, due to the current fierce competition in drama and film performances, more demands are placed on performers. A single performance is not enough to highlight the competitiveness of students. It also requires students to have high performance talents to stand out among many competitors. Students in the drama and film performance majors should adapt to this trend in the vocal performances, and constantly expand the students' artistic vision and improve their artistic accomplishment. Strive to enhance students' performance ability by broadening the students' performance vision by selecting and utilizing diverse film and television performance materials.

To ensure the quality of college drama performance, the strength of teachers is an important factor. Therefore, it is necessary to strengthen the teaching staff to improve the quality of teaching. It is very important to improve the quality of teachers in college drama performance and focus on training. In this case, the school can adopt a diversified teaching strategy, increase the teaching of students' vocal music, and combine the two to enhance the students' competitive strength by cultivating a number of performers with comprehensive development of performing arts skills. Vocal teachers need to diversify their teaching materials, and they must be flexible and flexible in order to respond to students' specific situations. Teachers of drama, film and television should scientifically and reasonably select films and TV works for teaching, and select excellent films and TV works from different countries, so that students can effectively understand the characteristics of excellent art works in different countries. In theatre, film and television performance teaching, teachers should pay attention to the diversification of teaching modes, create diversified performance platforms for students with diversified teaching modes, and guide students to perform creatively in different performance environments. The development of drama performance specialty is of great importance to the working environment of colleges and universities. We should build up a good working environment and improve teachers' welfare so as to retain excellent teachers and introduce high-quality teachers in order to improve the quality of theatrical performances.

5. Conclusion

The ever-changing social practice has made the teaching of theatrical film and television performances unable to adapt to the pace of the times. The new teaching strategy of theatrical film and television performances based on multiple thinking has gradually attracted people's attention. Diversified thinking plays an active role in the teaching of drama, film and television performance specialty in Colleges and universities. It is an innovation, personality and platform for students majoring in drama, film and television performance. It can not only effectively improve students'

professional ability and artistic accomplishment, but also cultivate personality, connotation and ability with personal characteristics and performing arts. As teachers of strength. As teachers of drama, film and television performance major in colleges and universities, we should scientifically and rationally apply multiple thinking to teaching in order to effectively solve some drawbacks in traditional teaching, continuously improve students' performance literacy and train more and more professional performance talents for the society.

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