

## PRINCIPLES AND PRACTICE OF CREATIVE DRAMA TEACHING

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Since the 1930s, the teaching of creative drama has been gradually incorporated into the education of schools in the United Kingdom, the United States, Canada, Australia and other countries. After that, the skills of this drama have been continuously developed and applied to courses and related activities. In addition to using it in the curriculum activities of educational drama (Drama-in-Education), teachers and relevant school departments can also apply it to different educational theaters (Theater-in-Education), children's theater (Christ), youth theater (Youth Theatre) and so on.

These teaching activities mostly use the methods of creative drama, but there are some differences in form and goals. The characteristics of each application method are briefly described as follows: In educational Drama-Drama-in-Education, or DIE for short, is a way of teaching school courses by using drama and theatre techniques. It is based on the laws of man and nature, spontaneously interacting with the group and the outside world, and guided by teachers in a planned and structured way, using creative drama improvisation, role-playing, imitation, games and other methods, allowing participants to fully use their imagination, express their thoughts, and learn through practice in an interactive relationship, in order to enable learners to gain aesthetic experience, enhance their intelligence and life skills.

Therefore, educational drama can be used as a teaching activity in many courses such as Chinese, history, geography, social sciences, natural sciences, and art, providing a more flexible and lively teaching environment.

The focus of educational drama is not on dramatizing stories or acting out dramas, but on how to guide learners into the context of the learning topic, so that they can examine and learn more about the content. Therefore, in addition to citing the content of textbooks or teaching materials, teachers can also bring other auxiliary equipment and use creative drama to guide students in classroom teaching. Through this kind of program teaching, a kind of drama acting may be developed. But the expansion of learning attitude and cognition is the real goal.

Therefore, in the teaching of Chinese, if teachers can make full use of the articles, poems or songs in the text as the subject matter and apply dramatic skills such as observation, interpretation, problem solving to do editing, imagination warm-up activities, improvisation or role-playing activities. These activities will be a very interesting and effective part of education.