

Research on the Theme Activities of Kindergarten Drama Based on Children's Standpoint——Taking the Drama Theme "Good Soup" as an Example

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Abstract: Drama is a comprehensive art that integrates multiple disciplines. Every child's body contains the potential of drama. Based on the development of children's drama activities under the theme background, children can be guided to actively interact with each other to build their own knowledge and experience, participate in the selection, design, acting, organization, display, sharing and comment of drama, and construct drama creation and expression based on experience. Taking the theme "Delicious Soup" as an example, the author explores how to support children in drama activities to create drama-themed courses that meet their interests and development needs, so as to promote children's healthy and comprehensive growth.

Keywords: Drama Education; Position on Children; Picture Books

1. Sources and perspectives of kindergarten drama themed activities

1.1 Respect the characteristics of development and move towards the position of children

Children naturally like performing, listening to stories and being attracted by others. In drama activities and performances, children can deepen their self-cognition, use body and voice expression and communication, exercise communication skills and improve their comprehensive quality. The influence of drama on children is reflected in many aspects, such as cognition, language, art, emotion and sociality. To do children's own drama is to follow children's drama nature to carry out drama education, so that drama activities can become their own activities and become their unique way of life and learning. Kindergarten drama education must respect the characteristics of children's physical and mental development, attach importance to the accumulation of children's drama experience, cherish and effectively mobilize children's existing experience, teachers grasp the macro, appropriate guidance, in order to make drama creation possible.

1.2 Understand the value orientation and choose the theme of the play

We find that scripts are not the only source of drama themed activities. Picture books, children's songs, nursery rhymes, cartoons, and topics that children are interested in can all become the source of drama themed activities. When choosing the theme, we not only follow the interests of children and get close to their lives, but also pay attention to the development value of the theme for children of different ages.

Picture books come from life, filled with love and imagination, but also vividly express the wisdom of life. Picture books are in line with children's interests, and their unique expression techniques and styles deepen the love of teachers and children. Picture books are consistent with drama education activities. Some picture books are full of interesting stories, which are suitable to evolve into children's drama education activities and are the best materials for children's drama education. Picture books are a static form, which

can be created and edited into a dynamic form of drama. Children can understand the essence of picture books through drama and grow up in all aspects. The combination of real performance and a variety of senses makes children more intuitive to understand the content of picture books, so as to understand the truth in picture books, and then achieve the integration of various fields to promote the comprehensive development of children.

1.3 Determine drama content based on experience

A script is the beginning of a dramatic performance, and the content of the script can be taken from a picture book. In the selection of picture stories, based on children's experience, respect children's ideas. For example, before the theme is carried out, "parent-child reading punching activity" can be carried out to accumulate experience for picture book selection and promote parent-child relationship through reading. Then guide children to recommend their favorite picture books and analyze the picture books to see what characters, dialogue language and plot development of the story are in the picture books. Finally, the children were asked to vote for their favorite picture stories. In the process of observing and guiding children to perform picture plays, we find that picture stories suitable for children's performance usually have distinct characters, with 3-7 characters and no more than 8 characters. The plots are similar, and the characters in each story have dialogues. The content of the story is suitable to be expressed by actions. And the specific characteristics of the story are different for different ages. Picture stories suitable for children in small classes usually have 3-5 main story characters, simple and repetitive dialogue, and a single plot. For example, in the picture book "Delicious Soup", a group of cute animals are willing to share their favorite food with everyone, so that everyone can experience happiness in the process of collective sharing of soup cooking - soup drinking! "Who's making the soup?" ", "Put a fish in it, it must be delicious" dialogue, simple, clear, and repetitive, very suitable for small class children to perform. Suitable for middle school children to perform the story, the role can be increased to 4-6, the story plot, role dialogue can be slightly more complex. Suitable for children to perform the story role can be increased to 5-7, the story can have the ups and downs of the plot, the dialogue can also be relatively complex.

2. Approaches and strategies of kindergarten drama themed activities

The organization and implementation of children's drama activities should let children experience, try and discover, pay attention to the germination of emotions, guide children to use drama language (symbols) to express themselves, think and understand the world around them, so as to become open, cooperative and creative people.

2.1 Play games beneficial to children's theatrical experience accumulation

For young children, dramatic games are the accumulation of scattered dramatic experience and small game activities permeated in daily life. Dramatic games are loosely structured activities that are often used as transitions in daily activities. Time freedom, can be long or short, do not need too much material preparation, immediate start immediate end. Experience in dramatic games can help children accumulate rich experience in dramatic activities, such as relaxation games, perception games, imagination games, imitation games, control games, focus games, acting games, etc. For example, the game of "looking in the mirror", can be combined in pairs, one person to do the action, one person to observe and imitate the mirror, as one person's movement direction, amplitude and speed change, The former requires constant visualization, design and performance, while the latter requires careful observation, quick reaction and control of their actions. Such a game is not subject to too many conditions, can be random development, convenient and flexible. Little by little, accumulated over time, to children bring a subtle impact.

2.2 Drama-themed activities pointing to the integration of children's drama experience

For children, drama themed activities are the accumulation of three-dimensional drama experience and the integration of multiple fields, multiple dimensions and multiple resources. In the part of drama creation, teachers adjust the content of the activity at any time according to children's ideas and requirements. Children are the main body of the drama creation, teachers provide assistance and support, and step down as far as possible, so that children can present their own preferences, views and methods. And encourage children to use their own favorite way or choose their own way to express.

In order to better integrate children's drama into kindergarten education and teaching, the structure of picture books can be

analyzed according to the five fields of kindergarten, and drama activities can be designed. The storylines, dialogues and role design of picture books are taught in different fields, so that children can feel, examine, appreciate and create beauty in different activities. For example, the theme of the drama "Delicious Soup" is designed according to the characteristics of the five areas of kindergarten and children's daily life.

Drama activity design Case: Delicious Soup

Picture book analysis:

This is a story full of childlike interest and warm. A group of cute little animals are willing to share their favorite food with you, so that you can experience happiness in the process of collective sharing! The story also contains knowledge in the field of cognition, so that children can learn quantitative relations and understand the food that small animals like to eat in the process of reading the picture book. How can we use educational drama to explore, feel and experience a story that teaches children to share, connect and know? What is there in this picture book worth children's thinking and creation? The teacher design is as follows:

| | Activity arrangement |
|--------------|--|
| Monday | Language activity: Read "Delicious Soup" together (What is delicious soup) Reading area: Put "Delicious soup" teaching book, encourage children to broadcast stories. Performance area: Create a performance area, put small animal headdress, clothing, etc. |
| Tuesday | Generating activity: How do small animals cook soup (pay attention to the details of the picture) Pre-dinner conversation: Watch the animation "Delicious Soup" to further familiarize yourself with the plot of the picture book and the dialogue between characters. |
| Wednesday | Social activities: Make a pot of soup (played by the doll family) Independent game: Put real soup cooking tools for children to play independent games. Pre-dinner conversation: Teachers and children discuss the ingredients and tools needed to cook vegetable soup, how to cooperate and what they can do. |
| Thursday | Scientific life: What do small Animals Eat Life Gallery: Vegetable soup Science area: Launch "What I like to Eat" game to guide children to understand the habits of animals. |
| Friday | Music activity: Make soup Performance area: Round dance board, rattle, tambourine, self-made sand hammer and other Musical Instruments are placed for children to perform independently. Art area: Put the steps of making food clay, three-dimensional small animal making drawings, etc. |
| Homebreeding | 1. Familiar with the plot of "Good Soup" with children, try to perform the picture book with children. 2. Guide children to understand the real process of soup cooking and the materials needed, so as to accumulate experience for children to carry out life hall activities. |

Performance area: Round dance board, rattle, tambourine, self-made sand hammer and other Musical Instruments are placed for children to perform independently.

Art area: Put the steps of making food clay, three-dimensional small animal making drawings, etc.

1. Get familiar with the plot of "Delicious Soup" with children, and try to perform the picture book with children.

2. Guide children to understand the real process of soup cooking and the materials needed, so as to accumulate experience for children to carry out life hall activities.

The above activity design combines picture books with the five fields and daily life to meet the needs of both teaching and drama. This requires teachers to break out of the confines of thinking, to step out of the "comfort zone" of education, and to really play like children. Here, we need to emphasize the following points:

(1) The overall development of children should be considered in the activity design. Activity design in different fields is not single, independent, each activity must be connected and integrated. There is no absolute language teaching, music teaching, science teaching, of course, there is no absolute drama teaching. Every field of design has a relationship with inclusion in fine art

In the activity, children will make their favorite soup, imitate the dialogue in the game, and feel the mood of the character in the situation... All activities designed are to enable children to experience the role they imagine more deeply and more finely, to lay the foundation for children's drama performance, and to develop children's imagination in this process, to get solutions to problems in the situation, to learn to cooperate with others, and ultimately to achieve the purpose of education.

(2) The process development of children should be considered in activity design. The order and form of activities need to be varied and adjusted to the interests and experiences of young children. The design of children's drama activities is not like traditional education and teaching, which sets specific development goals for children in advance, but focuses on process goals and leads children to carry out drama teaching in a gamified way. When children produce new interest in a certain activity, the teacher should adjust the life at any time Moving direction, in order to grasp the enthusiasm of children in activities.

(3) The comprehensive application of drama elements should be considered in activity design. The activity design in all fields serves for the creation of children's drama, so it is necessary to infiltrate the drama elements into the activity design. Including role play, line expression, action practice, situation experience, props production..... This requires teachers to have basic drama literacy, complete the practice process of various drama elements in teaching activities, so that children can "perform" happily.

3. Create drama theme environment for children's active learning

The curriculum of drama themed activities also needs to plan the environment and other various areas, to create a platform for children to learn and show, and to provide children with time, space and materials for continuous exploration and creation of themed activities.

Theme wall and regional environment creation: establish the basic layout first, and then add content around the development of theme activities. The theme wall can present the source of the theme, the theme network diagram, the activity photos of different stages of the theme activities, the children's art works, the picture materials, the discussion records in the creation, etc.

Records of performance activities shall show the scripts created by teachers and children, the records of pre-performance role division and independent role selection of children, and the photos of rehearsals, previews and formal performances, theaters and posters.

Setting of regions In addition to arranging the activity content of each region, there should also be the release of materials related to the theme of the drama. Such as: language area and theme related audio and video materials, books and pictures; Materials related to the theme will be put in the art area, so that children can create scripts, make props, design and make character costumes, make scenes, etc. Performance areas generally provide props, costumes and other performance materials for children.

4. Promote the participation and evaluation of children's drama creation and performance

The role participation of teachers (or "teachers in drama") means that teachers participate in drama activities as roles, explore the connotation of drama events together with children, fully grasp the situation, guide activities, control the speed, timely guide or provide more appropriate language, attitude and action for children's reference, and facilitate children to obtain pleasant and efficient learning experience. In the process of the activity, teachers flexibly participate in the performance as a role or "consultant" to promote the in-depth development of drama activities. For example, in the early stage of the drama performance of "Delicious soup", teachers enter the performance as the role of "pig" who wants to cook soup, better grasp the transition of the drama performance, and help children get familiar with the plot of the play. In the process of further performances and rehearsals, teachers participated as "consultants" and continued to act as propagandists for garbage classification in the plot expansion "Garbage classification", giving timely suggestions to children's problems in the performance and assisting them to perform smoothly.

Evaluation also plays an important role in the development of children's drama. When children make creative behaviors, teachers should not evaluate children's works according to adult standards. Teachers should make more use of the language of appreciation and affirmation to encourage children, fully mobilize and arouse their creative enthusiasm. At the same time, they should also pay timely attention to children's difficulties in activities, and choose appropriate methods for guidance, so as to promote the continuous improvement of children's comprehensive ability of drama.

5. Enrich the resource utilization of children's drama experience expansion

Resources are related to whether the development of a drama theme activity is smooth, in-depth and effective. Therefore, teachers should be good at using and mining the resources of the community and parents to serve the implementation of drama-themed activities. For example, when carrying out the drama themed activity of "Delicious soup", teachers can lead children to understand the real soup making process, the materials needed and the treatment methods of the ingredients, and also lead children to watch real stage plays, etc., which will pave the way for the creation and performance experience. Parents' understanding and attitude towards drama education are very important. The consistency of home education can promote the smooth development of drama themed activities. In drama performances, parents often hope that their children can play an important role and get more opportunities to perform. Therefore, teachers should guide parents to understand that drama is a product of cooperation, no matter how big or small the role is, no matter how serious the task is, everyone is indispensable, and they should affirm and respect the role and task chosen by children in drama activities. That's what drama education is all about. When parents understand the importance of drama education to young children's development, they will take the initiative to provide rich resources for drama-themed activities.

Conclusion

In short, resources can escort the development of drama-themed activities. The richer the resources, the more in-depth and wonderful the themed activities are likely to be. Of course, not all resources can be used, teachers have to learn to sift. In the theme of drama, education is the content, drama is the form, experience is the core, picture book is the carrier; We do not require children to "perform", we want to let children "become", so that children better face the future!

References

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