

The Political Code of Drama—on Classroom Teaching in Post-epidemic Era

Wu Jingjing

Department of Performance, Central Academy of Drama, Beijing, China

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Abstract: With the advocacy of the country and the development of the times, the position of aesthetic education in higher education is becoming increasingly prominent. As an important carrier of aesthetic education, drama, a comprehensive art, has a profound impact on students in ordinary universities. In line with the requirements of the post-pandemic era, universities can take measures such as constructing drama courses and developing drama education. On the basis of inheriting the traditional campus drama, they have expanded various resources such as courses, theaters, and performances, and established a multidimensional and wide platform aesthetic education mechanism. They strive to achieve significant results in building a campus cultural and aesthetic education atmosphere and creating a new campus pattern of drama aesthetic education.

After COVID-19, a large number of works of art with the theme of "anti- epidemic" emerged. Art is an important means of expressing thoughts and emotions, playing a unique and important role in the expression of people's thoughts and emotions, psychological communication and exchange between people, and emotional connection between people and nature. Aesthetic education is an important aspect of ideological and political education in universities, and is an important component of the "Five Education". Integrating aesthetic education into ideological and political education in universities and running through the entire process can help guide college students' hearts towards goodness and beautify their personalities [1]. The comprehensive art of drama, as an important carrier of aesthetic education, has a profound impact on ordinary college students.

After the outbreak of COVID-19, art creators shouldered the artistic mission and created a series of works on the theme of "epidemic", which not only transferred people's negative emotions, enhanced their confidence in overcoming the epidemic, but also carried out silent aesthetic education for college students.

1. Consequential Points of Drama Ideological and Political Classroom

1.1. Constructing Drama Curriculum to Highlight Curriculum Education

The curriculum is the core competitiveness of a school and the engine for its scientific development. The school continuously optimizes the curriculum system to promote the comprehensive development of students. And drama is an effective way to carry out quality

education in the form of art, to enhance students' understanding of society, life, self-cultivation and ability to cope with emergencies. Therefore, schools should focus on constructing drama courses, starting with drama education, and promoting the development of art education. Then the study of drama courses involves drama performance, physique, director, art design, stage lighting design, stage makeup, script writing, etc. The popularization of drama courses has opened a window for all students to experience emotions, experience life, and comprehend life.

1.2. Developing Drama Education to Promote Student Growth

Drama education has flourished, setting up a stage for students' growth and creating a new form of school culture. Universities can establish drama clubs to select talents for more concentrated and professional training. As the backbone of drama in each class, club members radiate and lead the formation of drama culture in the class and even the entire school. By participating in district and art festivals, traditional cultural festivals, small drama, and drama-welcoming New Year activities, we deeply and continuously carry out drama education, generally improving students' artistic literacy and comprehensive quality, and promoting their comprehensive development [2]. Students can experience the charm of stage art and enjoy stage performances through the study of drama courses and the activities of drama clubs. With the deepening of drama education, the educational function of drama has also been fully utilized, which not only cultivates the ability of artistic appreciation, but also enhances students' communication ability and shapes team spirit.

1.3. Making Good Use of Drama Carriers to Assist Ideological Education

In the post-pandemic era, universities can draw inspiration from things and people around them, advocating mentors and students to sing with passionate singing and full enthusiasm. This not only expresses the feelings of doctors, but also enlivens the ideological and political classroom. Taking the self-edited drama "Two Letters of Death" by a certain university as an example, it takes aiding Hubei in the fight against the epidemic as the main storyline, and takes the two letters of death from father and son as the starting point, telling the story of two generations of Communist Party members in the medical family who saved lives on the front line of the fight against the epidemic. After watching it, many ideological and political commissioners in the class expressed that "Two Posthumous Letters" could not be better as ideological and political textbooks, and even some students were moved to submit their application for joining the Party.

In addition, among the participating students, there are also figures of ideological and political commissioners. They focus on the thoughts, thoughts, expectations, and demands of college students, and play an exemplary role as peers in ideological and political education in universities, thereby building a community of ideological and political work between teachers and students, and making ideological and political education more immersive in the mind and heart. The system of class ideological and political commissioners has transformed students from passive 'educators' to active 'self-educators', stimulating their awareness of participation and strengthening their subject status. The ideological and political commissar also builds a bridge between teachers and students to communicate emotions and ideas, truly "zero distance" to do ideological and political work well.

1.4. Utilizing Theater Performance to Conduct a Good "Great Ideological and Political Course"

Drama is the carrier, ideological and political education is the core, and "drama" tells the history of the party, casting the soul and educating people. Then colleges and universities should deeply tap into regional resources, also carry out the structure of social "big ideological and political courses",

as well as adopting a play-in-play structure. What's more, they need to rely on campus life, also select historical materials, also cleverly embed, and balance artistic and ideological aspects. Besides, universities can design the process of drama editing and performance as a model of a "big ideological and political course". From planning, preparation, rehearsal, and performance, students are all protagonists, actors rehearse meticulously, and the stage shines brilliantly [3]. Gain exercise and growth during rehearsals and performances. At the same time, students, as spectators, integrate their emotions during the performance, work together with the actors to complete the final creation of the play, and receive spiritual baptism.

In the post-pandemic era, this project will also fully integrate artistic resources, deeply explore the red classic film and television works that students participate in, as well as the classic drama of Red Army produced by the school. Through interviews and short video production, it will reflect the growth stories of outstanding students from previous years [4]. Their understanding of art, especially red classics, as well as their analysis of the character's personality traits and spiritual beliefs, is also crucial. At the same time, we will also organize students in school to participate and share their understanding from the perspective of a knowledgeable audience, in order to achieve the effect of combining ideological and political classroom knowledge with after-school artistic practice. After the completion of the short video production, it will not only be used for teaching, but also be disseminated on online platforms such as video accounts and Bilibili, attracting the attention of young people to the classics and guiding them to explore the historical knowledge and ideological and political elements behind the classics.

2. Reflection and Exploration

2.1 Cultivating Outstanding Talents with Comprehensive Development is the Ideological Direction of Drama Aesthetic Education

At the 2020 National Education Work Conference, the Ministry of Education pointed out that in the future, efforts should be made towards sports, aesthetic education, and labor education to promote education projects. At the same time, it was emphasized that art education not only enhances students' aesthetic abilities, but also promotes cognitive and thinking abilities. And the universities would be adhered to the concept of Liberal education, organically combining science, society, humanities, art and other curriculum forms, as well as adhering to the infiltration of arts and science, integration of Chinese culture and Western ones, and integration of ancient and modern, actively responding to the call of the state, and striving to cultivate outstanding talents with ideology and morality, innovative quality, high aesthetic ability, and all-round development. Nowadays, both classrooms and theaters have become important platforms for ideological and political education through aesthetic education, increasingly demonstrating the infiltration power of drama in human emotions and its guiding role in the human spirit. The concept of "educating people through aesthetics and cultivating people through culture" is fully integrated into the entire process of talent cultivation.

2.2 Integrated Drama Aesthetic Education Environment: Creating a New Pattern of Mutual Development and Benefit

With the continuous growth of the professional team teaching at the Art Education Center, drama education should absorb teaching resources such as music, dance, and traditional Chinese opera. And the integrated drama aesthetic education environment not only promotes communication between art disciplines, but also facilitates teaching cooperation among teachers. Also the teaching environment that integrates creation, practice, and education, and an aesthetic education would approach that if ones want to emphasize the integration of ideas and art, they should not only

enhance students' aesthetic, communication, expression, and cooperation abilities, but also help to cultivate more high-end talents who combine science and art, possess emotional and rational thinking, and integrate innovation abilities. In addition, it is the unique advantage of the universities in creating a new pattern of aesthetic education, and it is also the fruit of the development of drama art in university aesthetic education.

2.3 Promoting the Development of Chinese Culture and National Spirit through a New Pattern of Dramatic Aesthetic Education

Since the introduction of Western drama to China, the universities would be a leading force in academic research, text translation, and educational demonstration of modern drama, and could many outstanding talents such as screenwriters, directors, and performers. Nowadays, the construction of drama aesthetic education at the universities is more rooted in the cultural soil of our own nation in practice, guiding students to review history, stay grounded in the present time, and face the future. At the same time, they need to integrate educational goals with national sentiments, cultural inheritance, and national righteousness into the overall curriculum system and teaching content, together with emphasizing the parallelism of theory and practice, the comparison of thinking and culture, and the penetration of value shaping, implementing the educational philosophy of combining morality and talent, and integrating knowledge [5]. On the basis of inheritance and development, through subtle drama education, the teachers in the universities could cultivate students' confidence in Chinese culture, then emphasize the mission and responsibility that students shoulder, as well as inspiring students to revitalize national culture.

2.4 Breakthroughs and Explorations in the Future of the New Pattern of Drama and Aesthetic Education

The universities could stress that the cultivation of students should be both liberal arts and science, linking ancient and modern times, emphasizing critical thinking, and encouraging students to give full play to their innovative ability to adapt to the future interdisciplinary integration and development. The future-oriented new pattern of drama aesthetic education on campus would focus on breaking through barriers between disciplines, departments, and departments, mobilizing students' enthusiasm for all-round participation through integrated thinking, as well as organically integrating drama classrooms and theater spaces, and forming an aesthetic education ecosystem that integrates "guidance, experience, perception, expression, creation, and discussion". It is supposed that they could use drama as a medium to break down disciplinary barriers, also explore experimental projects such as "Forum Theater", "Literature Theater", and "Research Theater", then stimulate interdisciplinary research and incubation by tapping into the creative potential of drama, together with building an interdisciplinary and open platform for cultivating creative talents. Furthermore, they should create a new path of integrated aesthetic education that aligns with the school's own positioning, and provide students with a multidimensional learning and growth space.

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