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EFFECTS OF DRAMA IN TEACHING

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The main benefits of performing arts include improving life skills and academic performance. Theatre is the collaborative form of the fine art which is using live performance to present experience of the imagined or real event. Music, dance, theatre, object manipulation and other kinds of the performances are present in the human cultures. Using drama and theatre as a tool to teach is not only effective; it will also bring the necessary change in the learning process for students. There is a famous American proverb, "tell me, and I'll forget. Show me, and I may not remember. Involve me, and I'll understand." This seems to be true, especially in the case of school students. The attention span in children is not high, and in today's world which is powered by technology, it is even more difficult to get them to concentrate and remember things. through this method.

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Introduction

Drama is one of the best-known types of theater arts and includes the performance of plays or material improvised by actors. A staple of many cultures, drama evolved from religious or ceremonial activities to become a fundamental means of entertainment, storytelling, and education. Modern dramatic performance can include the revival of plays written thousands of years ago, as well as works created by modern playwrights. Improvisational theater differs from classical drama in that the performers make up the story, characters, and lines as they perform, often for humorous effect.

The word "theatre derived from the Ancient Greek word theatron, (a place for viewing), itself from theaomai, means "to see", "to watch", "to observe". From Merriam Webster we get these a). building or area for dramatic performances. Theatre or theater is a collaborative form of performing art that uses live performers, usually actors or actresses, to present the experience of a real or imagined event before a live audience in a specific place, often a stage. The performers may communicate this experience to the audience through combinations of gesture, speech, song, music, and dance.

There are many different types of theater arts, including drama, musical performance, and dance. Some types, such as musical theater, use a combination of several elements to create a dynamic performance. The creation and performance of these arts often relies not only on the performance of the principal actors, singers, or dancers, but also on the work of many professionals rarely seen on stage.

A great deal of the creation of theatrical performance involves artists and craftsman who do not actually take a visible part in the live presentation. Set designers, for instance, create the backgrounds and locations for a performance in a theater, but the finished set, rather than the designer, is what is seen on stage. Similarly, lighting and sound professionals make theater arts performances both visible and audible but tend to conduct their work in

hidden locations offstage. While designers, technicians, and stage workers may not get the visible recognition of onstage performers, their collaborative efforts are no less critical to nearly every type of theatrical performance.

The Theatre in Education (TIE) Technique encompasses dance, music and theatre and the key elements of culture that engage students at all levels of education. This engagement through participation in both formal and informal education is often a lifelong experience. The ability to portray topics in a very visual way and to provide a context for the information given is identified as a strength of Theatre in Education in that it allows young people to make inferences about what the information provided means for themselves in everyday life.

Theatre in education (TIE) originated in Britain in 1965 and has continued to present day. TIE typically includes a theatre company performing in an educational setting for youth, including interactive and performative moments. The idea of a high-impact child-centered performance for a specifically targeted school audience became hugely popular. Due to small audiences' students can be encouraged to participate through work in-role and through debate. Student experimentation can be supported with resource materials and training or support for the students by teachers. Education is becoming like rote learning. The education the students are getting is not being applied creatively in any area. Contrary to this 'rote' education, TIE presents a different approach including discussions, contributions, and creativity through performance. It fulfils all types of learning and enhances the development process.

In the last twenty years many books have appeared describing drama and theatre activities with children. These various labels are indicative of the range of the work and of the possible confusions that can arise.

Theatre in Education

A professional team of trained and experienced actor/teachers, who prepare relevant material/project/experiment to be presented in schools often involving more than one visit. These programs are usually devised and researched by the team/teachers and are for small groups of one or two classes of a specific age. The aim of the programs is essentially educational, and uses theatre, drama in education and teaching techniques for educational purposes. This work provides an educational aid, resource, and stimulus for both teachers and pupils, but to do so it may vary from place to place, total participation sessions to performance and discussion. Theatre in Education can be considered as a method of work used by some companies all the time, and by others only occasionally. Many companies who use this method of work have, as their starting point, a strong left-wing or didactic approach to their subject matter, and they cannot be considered as mere tools of the education system. Rather, they act as outside questioners, looking at ideas and values in society.

These are the following characteristics of TIE

1. There is a clear aim and educational objective running throughout this process.
2. The cast should be small so actors must be versatile and often take several roles.
3. A low budget project must be taken so that actors can play instruments too.
4. The production must be portable, and the design of the production will be simple and representational.
5. The exploration of issues must be from various viewpoints, so that we can see the effect of the action upon a range of people.
6. There should be involvement by the audience.
7. They are rarely wholly naturalistic because narration is often used.

8. As actors have multiple roles, the costumes are representational and simple.
9. For educating the audience facts and figures can be included.
10. They may have a strong message or moral running throughout the production.
11. Supported by resource materials, the production can be designed to stimulate reaction and participation from its small audience, through role play and debate.
12. By specifically targeting an area for a particular age group in a school's personal, social and health education curriculum.
13. For the young audience the production can be based on the traditional story, allowing a range of follow-up activities if desired.
14. Linking the story to the given activities for very young children can provide opportunities for involvement.
15. For the adult age group some additional 'dramatizing' activities may be added e.g., learning parenting skills or preparing for employment.
16. It should be organized meaningfully.

As an alternative to knowledge dissemination, memory-based teaching, Drama games and fun during lessons leads to better engagement. Instead of simply lecturing, the teacher in the TIE setting can become a conceptual artist who molds knowledge, feelings, thoughts, sensations, and experience into an active and activating educational process. This is not about an artist in a traditional way. It's more a way of thinking, perception of the world and its needs in right-brained way as non-linear, practical, intuitive, and holistic.

The personality of a teacher influences the use of drama in lessons. According to Barucha, teacher types fall into four quadrants. Barucha differentiates two dimensions depending on the teacher's behavior, perception, values, and attitudes: the interactivity level and the level of logical/emphatic thinking. Both dimensions operate on a whole scale in between the extreme values.

In this methodology the student needs to understand that the role of the teacher changes. In TIE the student himself takes the initiative and responsibility. TIE demands much greater independence of thinking. In this process of structured learning, drama rehearsals require full dedication. Due to this and closer interpersonal interaction, the process can lead to more clashes compared to traditional class teaching. There are several issues apart from memory training, courage to act, and the ability to emerge from the shell that each of us adopts at work or at school, there can be language difficulties, stage fright, newness in being expected to adopt a role, confidence etc.

Summarizing the main requirements and preconditions as follows: -

1. Intellectual maturity, ability to understand the play and roles
2. Ability to comprehend the cost and investment, but also the benefits.
3. Openness to accept new method of teaching/ learning.
4. Time management or Commitment
5. Acceptance of guiding role of the teacher without formal authority
6. Language competence

7. Performance skills/competence

8. Collective work competence

9. Controlling the emotional intelligence and ability to cooperate even in stressful

Moments.

Some theatre improvisation games

1) Alphabet conversation

Having a group of students, start a conversation one by one where each sentence begins with the next letter of the alphabet. Giving a situation before you begin will help the student. This game can be played in pairs or small groups. Here is an example:

A: Anyone seen my cat?

B: Black one, with funny eyes?

A: Can't say I remember.

B: Don't tell me you've forgotten what it looks like?

A: Every cat looks the same to me.

B: Fortunately, I found one yesterday

A: that's great.

when you reach "Z", return to "A" until you arrive back where you started. This technique can be combined with one-word stories.

These are some benefits of TIE

a. Self-Confidence: By performing in front audience the student gets the confidence to trust on his own ideas and abilities. This will be applied to his life, career, and school.

b. imagination: Thinking out of the box and interpreting familiar material in new days. Albert Einstein said, "Imagination is more important than knowledge."

c. Empathy: Acting in a role for different situations, time periods, and different cultures promotes compassion, and it develops tolerance for others' feelings and viewpoints.

d. Collaboration: It combines the new ideas and abilities of its participants. This cooperative learning includes discussing, sharing, negotiating, rehearsing, and performing.

e. Concentration: Performing in a play develops a constant focus of mind, body, and voice, which also helps in life and in school subjects.

f. Communication Skills: In a play a student enhances verbal and nonverbal expression of ideas. It also improves voice projection, articulation of words, and fluency with language.

g. Emotional Outlet: In the play the student is allowed to express a range of emotions. Sadness, aggression, and tension are released in a safe, controlled environment, reducing antisocial behaviors.

h. Relaxation: Theatre activities reduce stress by releasing mental, physical, and emotional tension.

i. Physical Fitness: Movement in drama improves body balance, coordination, flexibility, and control.

Educational theatre can have a profound effect on students. They can use theatre elements in their own lives. Children need art and stories and poems and music as much as they need love and food and fresh air and play. Théâtre had positive impact on future generations. Many dynamic organizations are building Theatre in Education into their education programs. And they see results from the positive impact it can have on our future generations.

We use a mix of live theatre, multimedia, interactive activities, and follow-on resources. It's all these elements together that evaluation highlights have the most impact, along with the interactive delivery style that helps young peoples to understand the topic presented.

1. It is inspirational. TIE engages children and young people in their learning, it excites them, and they become more aware. Drawn in by the power of the live theatre and the highly skilled actors who present it; the relevance and real-life scenarios make an impression. It helps them to reflect on their behavior and embrace key messages.

2. It challenges perceptions, changes attitudes & behavior. Theatre in Education provides a safe learning space for children and young people. One where they can think about the issues and look at the outcomes of actions for themselves. Theorists identify the character creation in Theatre in Education as a must for attitudes to change. 'Young People' characters in a performance are reflective of the young people in the audience akin to peer mentors, credible and likeable, which helps young people to incorporate the messages into their thinking. Identification with the characters portrayed has been presented by some as a prerequisite for attitudinal and behavior change Perceived realism and authenticity.

3. It improves self-esteem, motivation, and achievement. By using drama as a learning tool, young people can add purpose and value to their creativity. It lets them find their own unique ways to discover the answers for themselves. Working in this way improves self-esteem, motivation, and achievement.

4. It delivers important messages that are easily understood and remembered.

Theatre in Education encourages young people to develop enquiry skills. It questions what influences them are around, which in turn impacts on behaviors and attitude as well as inspires them to make informed, healthy life choices. The ability to portray topics in a very visual way and to provide a context for the information given is identified as a strength of Theatre in Education in that it allows young people to make inferences about what the information provided means for themselves in everyday life.

Theatre has always been a part of the revolution and used as an artistic expression. Theatre scripts often include ideologies and become the mirror of society. In this way, drama or theatre increases social awareness among students and audiences as well. Theatre increases aesthetic appreciation.

Performing arts

Performing art is about being creative and it teaches people how to express ourselves more effectively. Theatre in education is a process by which dramatic processes accelerate the overall educational progress of students. It becomes more interactive and interesting where a student can willingly participate

Performing art is form of the art in which artists might use their bodies, voices, or inanimate objects to convey artistic expression. Basically, performing arts are important one for many reasons like forming new opinions, receiving constructive criticism, solve problems better, perseverance and discipline. In performing arts, children might learn that they might work together to achieve common goal. All forms of the performing arts might allow kids to express any pent-up emotions which they could be feeling.

According to the studies say that arts important in our community because it is an improved academic performance. Some of the studies report that performing art is useful to children to enhance their grades in the academic subjects like English and mathematics. It is useful to your kid to make a better career which they want. When it comes to theatre impact on society then it includes entertainment and other kinds of the factors.

The purpose of theater is to provide through joy to people. The theatre is a branch of the performing arts, and it is concerned with the acting out stories in front of the audience. The main benefits of performing arts include improving life skills and academic performance. Theatre is the collaborative form of the fine art which is using live performance to present experience of the imagined or real event. Music, dance, theatre, object manipulation and other kinds of the performances are present in the human cultures. Using drama and theatre as a tool to teach is not only effective; it will also bring the necessary change in the learning process for students. There is a famous American proverb, "tell me, and I'll forget. Show me, and I may not remember. Involve me, and I'll understand." This seems to be true, especially in the case of school students. The attention span in children is not high, and in today's world which is powered by technology, it is even more difficult to get them to concentrate and remember things. through this method.

Many colleges have different drama and theatre societies which perform plays, usually, street plays, to spread awareness about various social issues ranging from gender equality to sustainable living. There is a life outside the classrooms when it comes to colleges. There are real issues such as importance of sustainability of equality of different roles. Street plays always had the power of expression that helps people connect and understand the issue.

Using drama as a teaching aid is now not only limited to social issues as it slowly makes its way into classrooms. A multi-disciplinary approach offers an expansive intellectual grounding in all kinds of humanistic inquiry. By exploring issues, ideas and methods across the humanities and the arts, and the natural and social sciences, students learn to read critically, write cogently, and think broadly. These skills elevate their conversations in the classroom and strengthen their social and cultural analysis; it cultivates the tools necessary to allow them to navigate the world's most complex issues. Our modules challenge the students to consider not only how to solve problems, but also train them to ask which problems to solve and why, preparing them for positions of leadership and a life of service to the nation and all of humanity.

The purpose of theater is to provide through joy to people. The theatre is a branch of the performing arts, and it is concerned with the acting out stories in front of the audience. The main benefits of performing arts include improving life skills and academic performance. It is a specialized form of the fine art in which artists can perform their work live to an audience. Performing arts in school is one of the best ways to express their emotions and feelings via role play and acting. Performing arts are offering wonderful numbers of the benefits such as self-presentation skills, higher academic achievement, self-expression, empathy, compassion, and problem-solving. It is useful to teach children both collaboration and self-reliance with others to reach the goal. Performing arts are beneficial to promote interpersonal skills. Education is paramount importance of students. Useful numbers of the advantages are involved in the performing arts such as academic performance, make future, maximize confidence level and be self-aware.

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