

# Analysis on the Way of Integrating Educational Drama into Patriotism Education for Primary School Students

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**Abstract** In the process of patriotism education for primary school students, educational drama can play a very important role. However, the premise is that educational drama should be successfully integrated into the process of patriotism education of primary school students, instead of simply and mechanically stuffing educational drama into patriotism education of primary school students. As far as the integration mode of educational drama is concerned, educational drama can be divided into three kinds, namely, discipline-oriented drama education, infiltration-oriented drama education and activity-oriented drama. Therefore, the integration methods are also divided into three categories, namely, setting up educational drama courses, using educational drama to infiltrate patriotic education into other disciplines and carrying out activity-oriented drama education.

**Key words** Educational drama, Patriotism education for primary school students, Way

## 1 Introduction

When educational drama is integrated into primary school students' patriotism education, it can be realized mainly through three ways: first, setting up special educational drama courses; second, skillfully integrating educational drama elements into the teaching practice of various subjects in primary schools; third, organizing colorful activity-oriented drama activities. In order to give full play to the positive role of educational drama in patriotism education, all primary schools should take into account the specific situation of local schools, flexibly adopt or comprehensively apply the above methods, and ensure that educational drama brings into play its due unique value in patriotism education of primary school students.

## 2 Setting up educational drama courses

As early as the beginning of this century, China demanded that drama should be a compulsory course for students in compulsory education. In 2001, for the first time, the Ministry of Education made drama a compulsory course for primary school students. The reason why the state attaches so much importance to drama education is that besides drawing lessons from the successful experience of developing educational drama in developed countries, the national leadership has fully seen the important role of educational drama in patriotic education. Primary school students are the future of the country, the hope of the nation, the successors of the socialist cause, and the cornerstone of the great rejuvenation of the Chinese nation. As Mr. Liang Qichao said: "China's wisdom lies

in the wisdom of Chinese teenagers, China's wealth lies in the wealth of Chinese teenagers, and China's strength lies in the strength of Chinese teenagers. The independence of Chinese teenagers is the premise of China's independence, the foundation of China's teenagers surpassing European teenagers is the foundation of China surpassing Europe, and the root of China dominating the world lies in China's teenagers standing proudly in the world." Therefore, the state attaches great importance to the education of primary school students, especially the patriotic education of primary school students, and hopes to promote the patriotic education of primary school students with the help of educational drama. Some schools have also responded to the call of the state and offered related courses in their own schools, such as No. 4 Experimental Primary School and other primary schools in Beijing. These schools will set aside about two class hours in the normal teaching process to carry out drama education for primary school students.

In the process of educating primary school students, these schools aim to let them experience the inner beauty of Peking Opera, Huai Opera, Sichuan Opera, Henan Opera and other dramas, so that they can feel the unique charm of the excellent traditional art of the Chinese nation, and build national self-esteem, national self-confidence and national pride under the influence of the excellent traditional art of the Chinese nation. In addition, some patriotic plays should be selected to guide primary school students to study and sing, so that the primary school students are subject to a subtle influence in the process of learning and singing. For example, by studying and singing the Peking Opera *Lian-shuhua*, primary school students can experience the touching story of Wang Jicai and Wang Shihua who exhausted their youth to keep an isolated island and dedicated their blood to China; by studying and singing the Peking Opera *Shajiabang*, primary school students can experience the heroic experience of Sister A Qing risking danger to rescue the wounded and dealing with the enemy regardless

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of her life; by studying and singing Huai Opera *Eight Women Throwing into the River*, primary school students can experience the anti-Japanese story of eight young heroines who stained mountains and rivers with blood, and showed powerful combat strength that strikes terror into the hearts of the enemy. The characters and deeds in these plays have a strong patriotic education effect on primary school students. Taking Peking Opera as an example, we can get a glimpse of the role of drama. Peking Opera is the quintessence of Chinese culture formed in the Daoguang period of Qing Dynasty. It integrates the connotation of Han Opera, Qin Opera and Hui Opera, and adopts the advantages of Beijing Opera and Kun Opera, highlighting the essence of Chinese literary and artistic thought. After a hundred years of vicissitudes, Peking Opera has gradually evolved into "poetic Peking Opera", thus reflecting the beauty of Peking Opera. While primary school students realize the beauty of Peking Opera, they also have national self-confidence and self-esteem in their hearts. The "Peking Opera Classroom" activity promoted in the process of patriotism education for primary school students is of significance not only to teaching primary school students to sing Peking Opera, but also to making the majority of primary school students understand the heritage and charm of the excellent traditional drama of the Chinese nation. It is a sign of the development of educational drama. It allows students to fully understand Peking Opera culture, and at the same time, it is conducive to improving the physical and mental quality of teenagers, cultivating fine character, aesthetic sentiment and patriotic enthusiasm<sup>[1]</sup>.

Besides drama courses, there are other forms of educational drama courses. No matter which form is adopted, in the process of patriotism education for primary school students, the educational drama courses for primary school students all have some common points. For example, it is necessary to carry out some rich classroom activities, all of which serve to meet specific teaching objectives, and all of which are aimed at promoting patriotic education for primary school students. Educational drama curriculum can't be separated from rich classroom activities, and primary school teachers use these classroom activities to achieve their goals. These classroom activities include, but are not limited to, establishing reflection, constructing situations, carrying out poetization and narrative activities. Moreover, with the deepening of people's understanding of educational drama and the development of human social technology, the contents of these activities will be further expanded. As far as situational activities are concerned, its strategies mainly include flexible use of situational props to set up scenes, setting up different roles in the collective, building a collective discussion atmosphere and carrying out collective painting, etc.; as far as narrative activities are concerned, its strategies mainly include guiding the interaction of different roles according to the development of timeline, helping primary school students to analyze the important events in the drama, guiding teachers and primary school students to devote themselves to the drama, and guiding primary school students to think about their own roles; as

far as reflection activities are concerned, the strategies mainly include guiding primary school students to further explore their role by guiding primary school students to track their thoughts and repeat and reflect on events in their minds, helping primary school students summarize the significance of this activity and sublimate the value of this activity. All in all, the special educational drama course is to guide primary school students to realize the patriotic elements in the educational drama they participate in through various scenes created by primary school teachers, and unconsciously sublimate the inner patriotic feelings of primary school students.

### 3 Skillfully using educational drama to infiltrate patriotic education into various disciplines

Integrating educational drama into the teaching of primary school students' courses is an innovative means to implement ideological and political education and patriotic education. In the daily classroom teaching of primary school students, we should take primary school morality and rule of law class as the main channel, and carry out patriotic education for primary school students through educational drama. In addition to morality and rule of law courses, in other courses such as physical education, music, fine arts, Chinese, mathematics and English, educational drama should also be used to promote patriotic education for primary school students. That is to say, educational drama should be regarded as the hub connecting primary school subject teaching and patriotism education, and their coordinated development should be promoted. In this process, educational drama is used as a successful and necessary teaching method. Educational drama can also integrate with other subjects in primary schools. Further, if school classrooms add drama teaching elements to Chinese, history, art, physical education and other courses, like current music course, and comprehensively break the boundaries of art teaching<sup>[2]</sup>, it can effectively promote the application of educational drama in the primary education process and promote the development of patriotic education for primary school students.

Taking Chinese teaching in primary schools as an example, in Chinese classroom teaching for primary school students, it is necessary to use the method of educational drama to carry out patriotic education for primary school students. That is to say, in the Chinese classroom of primary school students, it is necessary not only to accomplish the educational objectives and tasks of Chinese teaching, but also to enable primary school students to master basic word knowledge and recite some ancient poems or ancient prose; moreover, it is necessary for primary school students to master a certain knowledge of patriotism education, and have preliminary understanding and mastery of the basic contents of collectivism and socialist core values. Therefore, it is necessary to give full play to the role of educational drama and integrate it into subject teaching. This form regards educational drama as a teaching method, integrates music, fine arts and other art disciplines to penetrate into the teaching of Chinese, mathematics, English and other disciplines, so as to jump out of discipline-based departmen-

talism and realize the transformation of teaching methods and modes<sup>[3]</sup>. This is not to say that subject teaching is no longer needed, or the status of subject teaching has declined. Instead, on the basis of breaking subject departmentalism, educational drama, a novel and scientific teaching method, is adopted to teach primary school students patriotism knowledge while teaching them basic teaching knowledge.

As for how to integrate educational drama into teaching, the West started related research very early, and carried out a series of practices. The results were recognized by the government and thus popularized. Compared with the West, China's related practices started relatively late, and the degree of development is relatively low, and the development of different regions is also very uneven. Therefore, China should speed up the development of drama education and apply it widely and deeply to the education of primary school students.

At present, there are still some problems in the use of educational drama in Chinese educational circles. These problems are as follows: First, when implementing educational drama, some primary school teachers mistakenly believe that only those primary school students who are extroverted and have performance potential can participate, while other primary school students are not suitable to participate. Therefore, they only encourage those primary school students who are extroverted and have acting potential to participate in the process of educational drama, and discourage or even refuse those primary school students who are introverted or teachers think they don't have acting skills to participate in it. This not only dampens the enthusiasm of these primary school students, but also hinders the development of educational drama in the teaching process of primary schools. Secondly, some primary school teachers think that the sign of the success of educational drama is only the successful performance result, so these primary school teachers only pursue the perfect and successful performance result, but ignore the experience of primary school students in educational drama. Thirdly, although some primary school teachers do use educational drama in the teaching process, they have not established an educational system with patriotic education as the core, nor do they pay attention to the evaluation of teaching effect and patriotic education effect. The existence of these problems is not only detrimental to the full role of educational drama in primary school teaching, but also detrimental to the development of patriotic education for primary school students. Since the 1960s, various countries have paid more attention to the role of educational drama in teaching. The drama education has become a universal teaching subject, and various normal colleges have successively set up relevant courses to train professional drama teachers for primary and secondary schools at all levels<sup>[4]</sup>. In normal colleges and universities that cultivate grass-roots teachers, targeted drama education and training have also been carried out in an orderly manner. China should also conform to this historical trend.

It should be noted that the behavior of infiltrating educational drama into Chinese, mathematics, English and other disciplines

cannot be simply and one-sidedly understood as just allowing primary school students to participate in drama performances or drama appreciation. We should not deviate from the important teaching goal of patriotism education for primary school students. Under the guidance of educational drama, various teaching methods are comprehensively used, and a structural and creative teaching strategy with drama as the core further integrates various art disciplines (music, dance, fine arts, *etc.*) and penetrates into the teaching of other disciplines<sup>[5]</sup>. It is not a simple teaching method, but a comprehensive and integrated teaching method. In order to promote the popularization of this teaching method more effectively and enhance the effect of educational drama in patriotism education of primary school students, it is necessary to compile special auxiliary teaching materials. In the process of compiling textbooks, it is necessary for educators such as research experts in drama education, front-line teachers of patriotism education for primary school students and experts in psychological education for primary school students to form a textbook compiling team to compile scientific and reasonable textbooks according to the requirements of the primary school syllabus. At present, the successful case of integrating educational drama into subject teaching is "Hualin Model", which follows the law of developing educational drama and "in-curriculum drama teaching" is actively carried out with patriotic education elements in all subjects of primary schools.

#### 4 Achieving the goal of patriotic education in activity-oriented drama

The activity-oriented drama, as an important part of educational drama, plays an important role in patriotism education of primary school students. Therefore, it is very important to make full use of activity-oriented drama to promote patriotic education for primary school students. The activity-oriented drama education is a theme activity with drama as the main form besides teaching activities. It is an extension of classroom teaching, falls into the category of school education, and is an important part of school culture construction<sup>[6]</sup>. That is to say, activity-oriented drama is the bridge and link between classroom teaching and school culture construction. From the point of view of goal, activity-oriented drama, like other forms of educational drama, is not simply to impart theoretical knowledge to primary school students, but to improve their patriotic ideological consciousness and comprehensive quality.

School drama is an important part of activity-oriented drama. In recent years, publicity departments and cultural authorities have paid more and more attention to school drama. Under the leadership of these departments, various school drama festivals or school drama competitions have been held in various places, and various schools at all levels have also held various art festivals and variety competitions. These competitions have attracted the enthusiastic participation of students of all grades, and objectively promoted the development of school drama. When publicity depart-

ments and cultural authorities hold school drama festivals or school drama competitions, they highlight the theme of patriotic education well. All kinds of schools at all levels also adhere to the tenet of patriotic education when holding various art festivals and variety competitions. As an important part of basic education and compulsory education, primary schools have not been absent from school drama festivals and school drama competitions held by publicity departments and cultural authorities. Under the guidance of publicity departments and cultural authorities, all kinds of primary schools have also held some art festivals and variety competitions, which not only improves their literary level, but also constantly enhances their patriotic consciousness. When writing and performing school dramas related to patriotism education of primary school students, primary school teachers only play a guiding role, and they should give full play to the role of primary school students' creative subjects and performing subjects.

From the point of view of form, in the process of patriotism education for primary school students, there are various forms of activity-oriented drama that can be adopted, rather than being limited to school drama. It can also be textbook drama compilation, role-playing or makeup performance, theme class meeting activities containing drama elements, drama observation and so on<sup>[7]</sup>. As far as textbook drama compilation is concerned, we can select some chapters in primary school textbooks, and then add elements of patriotic education to adapt them, making these chapters storytelling and interesting, thus providing a new and scientific auxiliary form for patriotic education for primary school students; as far as role-play or makeup performance is concerned, this type of activity-oriented drama is not a complete performance, but only contains some comedy elements inherently. The use of role-playing or makeup performance mainly focuses on a certain theme in primary school students' patriotism education, so that primary school students can constantly think deeply, and feel the historical roles and missions of patriotic heroes in history and develop their patriotic feelings. As far as class meetings and team meetings are concerned, under the guidance of counselors or class teachers, class meetings or team meetings are held with a certain theme in patriotic education of primary school students, and primary school students are guided to play the roles of patriotic heroes such as Zhou Yin Hai, Li Aimin, Wang Erxiao, Zhang Ga and Haiwa at class meetings or team meetings. Zhou Yin Hai risked his life to stand guard for the New Fourth Army and help the New Fourth Army deal a heavy blow to the Japanese aggressors; in order to protect the safety of the villagers, elders and militia, Li Aimin fought bravely against the Japanese aggressors, and when his feet were broken by the Japanese aggressors, he was still unyielding, and finally, he died heroically under the butcher's knife of the Japanese aggressors at the age of 13; Wang Erxiao often took advantage of the opportunity of herding cattle to guard the Eighth Route Army, and died bravely in order to destroy the Japanese aggressors when he was only 13 years old; Zhang Ga risked his life to rescue the captured company commander of the Eighth Route

Army from the Japanese aggressors, and went through all hardships to find the Eighth Route Army, becoming a glorious little investigator; Haiwa risked her life and sent the extremely urgent chicken feather letter to the Eighth Route Army, helping the Eighth Route Army win the battle. These little heroes are about the same age as primary school students, but they have made vigorous patriotic deeds, which can arouse the introspection and love of primary school students.

## 5 Conclusions

It is of great theoretical and practical significance to explore the integration of educational drama in patriotism education of primary school students. From the theoretical point of view, it is helpful in expanding the relevant theoretical research on educational drama in Chinese academic circles, and clarifying the connotation and extension of educational drama, to provide a theoretical reference for integrating educational drama into patriotism education of primary school students. Educational drama is a relatively new teaching method, and the academic circles lack theoretical research on integrating it into primary school students' patriotism education. The exploration of integrating methods provides some theoretical reference for integrating educational drama into primary school students' patriotism education. Secondly, patriotism education is an important part of moral education. The exploration of integration mode is helpful in enriching the theoretical system of moral education in primary schools, to provide a theoretical reference for the related research of ideological and political education in primary schools, expand the application field of educational drama, and make educational drama, a novel educational form, be widely used.

From the practical point of view, it provides a new way and path for developing patriotism education of primary school students, and helps to improve the quality of patriotism education of primary school students. Based on the related problems in patriotism education of primary school students, it thinks deeply and analyzes the integration mode of educational drama in patriotism education of primary school students, makes educational drama a new way and new path to develop patriotism education of primary school students, enriches and innovates the methods of patriotism education of primary school students. Educational drama requires rich dramatic skills and organizational forms, which can meet the learning characteristics and needs of primary school students of different ages, help to enhance the interest of patriotism education for primary school students, and better guide the development of patriotism education practice for primary school students. It helps to solve some existing problems in primary school students' patriotism education by developing educational drama, and well implement primary school students' patriotism education, thus enhancing the effectiveness of primary school students' patriotism education and promoting the high-quality development of primary school students' patriotism education. Secondly, it is conducive to enhancing primary school students' patriotic consciousness and helping them

build patriotic values. Through the research on the integration of educational drama, we can open up a road of patriotic education that primary school students like. It can make primary school students feel that patriotic education is no longer a tasteless theoretical indoctrination and a formal process step by step, but a vivid, interesting, real and live education, so that primary school students can cultivate patriotic feelings in a subtle way and internalize them in their hearts and externalize them in their actions. Thirdly, it is also conducive to promoting educators in patriotism education of primary school students to improve their own quality. The research on the way of integration can make educators have a more specific understanding of the application of educational drama, and it is conducive to prompting educators to strengthen the use of educational drama in their work, so that educators can constantly reflect on teaching and change their educational ideas in the specific educational environment, truly put people first, and cultivate people with all-round moral, intellectual, physical, and aesthetical grounding with a hard-working spirit, so that educators' teaching philosophy and teaching level can be improved.

Therefore, the academic circles should pay enough attention

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time, the male parent is sprayed once on the same day after the third gibberellin is sprayed, and 30 g/ha gibberellin is used when the flowering period meets. For a few fields with early male parent, in the afternoon of the day when the first gibberellin is sprayed, the male parent is sprayed only once, and the dosage of gibberellin can be increased appropriately, so that the tillering seedlings (three intact leaf seedlings) of the early male parent are pulled out higher than those of the female parent, which is beneficial to pollination. The dosage of Huaxile (Tiaohuabao) added for the second time was 90 g/ha. When spraying the gibberellin for the second time, the parents are sprayed at the same time. The male parent should be about 10 cm higher than the female parent, which is beneficial to pollination. After the male parent blooms, artificial pollination begins. At an interval of 25 min, artificial pollination should be repeated 4 to 5 times for 9 – 10 d until no pollens are found.

**6.9 Removing impurities to ensure the seed quality** It is necessary to strictly control the purity of parents, and parents must pass the purity identification above 99.5% before they can be used in production. Besides, it is necessary to prevent falling of the rice of the last year, and promptly remove different plants found in each link of production. In addition, it should seize three

to educational drama and the integration of educational drama into primary school students' patriotism education, and further strengthen the research on the integration of educational drama in primary school students' patriotism education.

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periods; 2 d before spraying gibberellin, after spraying the first gibberellin, and before harvesting, to thoroughly remove the miscellaneous plants in the parents. Through the investigation and identification of the purity in the field, the rice should not be harvested until the miscellaneous plants are kept within 1%.

**6.10 Keeping strict control of the harvest of seeds to ensure the appearance quality** In Rongshui County, the autumn seed production should be arranged to be harvested in late September, when the weather is very good and there is less rain. After 16 d of artificial pollination, 80% of the seeds should be harvested in time. It is required to clean up the threshing ground, take strict precautions against mechanical mixing, dry the seeds in time, and strictly prohibit the reduction of germination rate caused by stacking and heating.

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