

学校编码: 10384

分类号_____密级_____

学 号: 10220080150389

UDC_____

厦门大学

博 士 学 位 论 文

西方戏剧教育学:历史与理论

Pedagogy of Western Drama and Theatre as Education:
History and Theories

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指导教师姓名: 周 宁 教授

专业名称: 戏剧戏曲学

论文提交日期: 2013 年 4 月

论文答辩日期: 2013 年 5 月

学位授予日期: 2013 年 月

答辩委员会主席: 胡志毅

评 阅 人: 赵山林

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论文提要

本文在梳理西方戏剧教育学历史发展和理论体系的基础上,提炼有价值的戏剧教育理论,希望对中国未来的戏剧教育实践和研究有所帮助。西方所谓戏剧教育,往往与两个领域有关:一是专业戏剧艺术的教育领域,二是包括教育戏剧、教育剧场、创造戏剧和戏剧治疗等在内的非职业戏剧教育领域。追溯西方戏剧教育思想,已有两千五百多年的历史,但真正作为一个独立的学科出现,要到 20 世纪中叶。西方戏剧教育理论在 20 世纪 60 年代形成独立学科,拥有自己完整的理论体系,并形成了几十个分支学派,在戏剧学与教育学领域具有独特的重要意义。

本文将对西方戏剧教育学的形成、建立和完善进行整理和分析,论文将分史论两个部分:首先是“史”,追溯西方戏剧教育学思想的发生发展、承继和丰富的过程,清理出思想的脉络;其次是“论”,探讨西方戏剧教育学理论与实践的重要问题,如戏剧教育的意义与功能等,并在前人思想的基础上尝试描绘出系统的戏剧教育学理论体系。

第一章梳理从古希腊直至启蒙时代的戏剧教育思想,集中分析历史上有关戏剧教育功能的论争,清理出他们各自的观点以及不同观点的分歧点。在漫长的戏剧教育论辩史中,西方积累了丰富的戏剧教育思想,正是这些思想促发了 19 世纪末戏剧教育运动的产生。第二章主要诠释构成西方戏剧教育学主要派别发展状况,诸如对教育戏剧,创造戏剧,教育剧场和戏剧治疗的阐释。在分别对这四种派别理论进行梳理的同时,还结合了对它们产生影响的其它领域的研究,如心理学,以此证明西方戏剧教育学主要组成部分的科学性。第三章讨论戏剧教育成为一门新兴的独立学科的过程,同时也分析了教育戏剧、教育剧场、创造戏剧和戏剧治疗各个体系的建立过程。

20 世纪 60 年代,学界已经用戏剧教育学命名这个新兴的跨学科理论体系。第四章重点分析西方戏剧教育学的理论体系,其中分别讨论了戏剧教育研究的许多理论成就和贡献。这部分内容将涉及 20 世纪 70-80 年代戏剧艺术变革对西方戏剧教育学完善的影响、20 世纪 80 年代西方戏剧教育学理论体系的完善、20 世

纪 80 年代过程戏剧的兴起和繁荣、90 年代有关戏剧教育理论的世纪末大论争和应用戏剧的兴起繁荣、戏剧教育学研究方法理论体系的完善等内容。第五、六两章将总结性探讨西方戏剧教育学的重要问题和方法学说,描绘戏剧可能为人类福祉发挥的巨大潜力,目的是使人了解,如果能够科学合理利用戏剧,戏剧如此强大,足以为人类的生存解决很多问题。

当我们把戏剧当成艺术,它既可以娱乐人类,也可以教育人类,而当我们把戏剧当成媒介、工具、体验、模仿、行动和艺术,戏剧将可能帮助人类获得智慧、技能、健康、和谐、圣洁、美、崇高和自由。戏剧本身赋予了它将人培养成完人的能量。

关键词: 西方戏剧; 戏剧教育; 戏剧教育学

Abstract of the Dissertation

This thesis is an attempt to tease out Pedagogy of Western Drama and Theatre as Education on the purpose of working out something valuable to instruct the future development of drama and theatre as education in China. Drama education in Western world is usually related to two academic fields. One is the areas in drama art which also refers to professional drama and the other is the territories of non-professional drama education including exploration on Drama in Education, Theatre in Education, Creative Drama, Drama Therapy, etc. The history of Western Drama and Theatre as Education has been around for 2500 years. However, the drama and theatre as education had not been an independent fulfilling academic system until 1960s. This newly-rising interdisciplinary science which has dozens of branches has played a special role in the studies of theatre and pedagogy.

This thesis proposes an understanding of the development of Pedagogy of Western Drama and Theatre as Education. It analyzes how the subject had been formed, established and became mature by tracing back to history and theory in Western Drama and Theatre as Education. For the first part, the history of the theoretic development of Western Drama and Theatre as Education is reviewed and analyzed, which includes the whole development and inheritance in thought of Western Drama and Theatre as Education. In the second part, the most important problems and theories in Pedagogy of Western Drama and Theatre as Education are explored and analyzed, such as the significance of Western Drama and Theatre as Education, the functions of drama, etc., with the aim of drawing a living picture for the system of Pedagogy of Western Drama and Theatre as Education on the basis of thought from predecessors.

This thesis is in 6 chapters. Chapter 1 teases out the thought of Western Drama and Theatre as Education from the ancient Greece to the Enlightenment Times, focusing on the thought on the functions of drama from different debaters in history while trying to analyze the similarities and differences among those perspectives. As a result of the long-term debates, a variety of thought of drama education has been accumulated in the long history, which triggers a new field to emerge in the end of the

19th century Chapter 2 describes and interprets the early prototypes in the system of Western Drama and Theatre as Education, such as Drama-in-Education, Creative Drama, Theatre-in-Education and Drama Therapy. Moreover, the primary theories of the branch categories of Pedagogy of Western Drama and Theatre as Education will be teased out so that the forming process of the four forms of Western Drama and Theatre as Education will be seen clearly. The interpretation will also combine with other scientific subjects who interact with Western Drama and Theatre as Education, e.g. psychology. Chapter 3 explores how Pedagogy of Western Drama and Theatre as Education is established as an independent discipline of applications and academy. After the analysis about how art reform in the middle of the 20th century impacts on the development of Western Drama and Theatre as Education, the building process of the systems of Drama-in-Education, Creative Drama, Educational Drama, etc will be studied.

In the 1960s, people have been used a scientific discipline to name the whole activities in non-professional drama education. Chapter 4 is centered on the system of Pedagogy of Western Drama and Theatre as Education, while providing of a lot of achievements in this building process of the system The contributing theories from influential drama educationists to the subject will be paraphrased so as to prove that the system of Western Drama and Theatre as Education has been a mature discipline in the world. This part will include the influence from art reform in the 1970s-80s on the maturity of the system of Western Drama and Theatre as Education, the maturity of the system of Western Drama and Theatre as Education in the 1980s, the fierce debate on Western Drama and Theatre as Education in the 1990s and the rise of applied drama and the construction of methodologies in Western Drama and Theatre as Education in the end of the 20th century.

Chapter 5 & 6 is concerned with what drama can do for human beings and how human beings can realize the potentials of drama. On the basis of the rich thought and long-term experience from the field of Western Drama and Theatre as Education, drama shows us that it is such a powerful force that it can solve so many problems for the existence of human beings if we understand it earnestly and make full use of it scientifically.

When seeing drama as an art, it will entertain and educate us, whereas when viewing it as an media, tool, experience, imitation, action apart from art, it will help human beings to obtain intelligence, skills, health, harmony, beauty, sublime, holy, freedom, etc. Drama itself endows it power to develop man as wholeman.

Key words: western drama and theatre, drama and theatre as education, Pedagogy of Western Drama and Theatre as Education

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