

Stanislavski or Anti-Stanislavski: Approaches in Teaching Basic Acting for University Students

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Abstract

Different acting techniques lead to diverse assessments in an undergraduate-level basic acting class, where the Stanislavski acting technique is one of the renowned. Some universities offer the basic acting course as an elective. Therefore, applicable approaches for the acting course can greatly benefit lecturers in teaching both beginners and more experienced students, raising questions about whether the Stanislavski method should be the only methodology used in the basic acting syllabus. The paper aims to provide lecturers with guidelines for enhancing basic acting pedagogies, particularly for students with diverse backgrounds. Thus, this qualitative study also addresses issues in the classroom to better define proficiency levels in basic acting by utilising library research on previous studies in basic acting pedagogy. The researcher also conducts action research with different groups of students enrolled in the course to investigate experiential learning. Three key elements in teaching basic acting are emphasising the proficiency level in the class, which includes improved approaches for teaching the foundational acting course. The elements and approaches in this study would better prepare students for subsequent years. The study enriches the pedagogy in acting classes in producing a better actor with a more well-prepared basic acting pedagogy.

Keywords: stanislavski, acting; basic acting; teaching acting; acting techniques;