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## Research Article

# A Study on the Curriculum of Yihuang Hegang Dance, an intangible cultural heritage Dance

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### ARTICLE INFO

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### ABSTRACT

This article mainly aims to study the course objectives, course content, and specific content and methods of course evaluation methods of Yi Huang Hegang dance as a course. Methodology: literature method, the fieldwork method, and the summary and induction method. Research founding that the curriculum goal should be "to promote the all-round development of students" as the primary goal; The course content should be based on the actual needs and acceptance of students; The curriculum evaluation method should be collaborative evaluation by family, school and community, and through evaluation, teachers can be helped to understand the teaching effect.

## **Introduction**

As one of the links in the whole curriculum development, curriculum implementation in colleges and universities is a concrete process of the actual interaction between the curriculum subjects who achieve the predetermined curriculum objectives and teach the curriculum content. At the same time, curriculum evaluation is the basis and basis of each other. The clarity and concreteness of curriculum objectives, the systematicness and educativeness of curriculum content, the comprehensiveness and reflexivity of curriculum evaluation all directly affect the curriculum implementation of intangible cultural heritage in colleges and universities.

The development and implementation of any curriculum is people-oriented, and its subject and object are human. The development of the college curriculum of Yihuang Hegang Dance can be student-oriented and meet the overall development needs of students. The educational value of the intangible cultural heritage entering the college curriculum system as a course resource lies in the education ontology. (Caiwei Huang, Yang Jing, 2019, p5-5).

## **Article's Objective**

1. Define the course objectives of Yihuang Hegang Dance in colleges and universities.
2. Determine the course content of Yihuang Hegang Dance in colleges and universities.
3. Evaluate the course evaluation methods of Yihuang Hegang Dance in colleges and universities.

## **Research scope**

Scope of content is Research curriculum objectives, curriculum content, curriculum evaluation methods. Object scope is Yihuang Hegang Dance. Time frame is Take the history of Yihuang Hegang Dance as the time range. Regional scope is Yihuang Area of Fuzhou City, Jiangxi Province, China is mainly taken as the research area, and the intangible cultural dances of other regions in China are also referred to.

## **Research Methodology**

1. Literature method: By referring to books, electronic journals and network search, the author can refer to relevant literature and analyze previous research results, so as to provide theoretical basis with reference value for this study.
2. Field investigation method: To obtain certain information by going to Yihuang, Xianxia and other places for field sampling.
3. Summary induction: Extract action elements and summarize the performance style of the stripes dance.

## **Research Result**

### **1. Course objectives of Yihuang Hegang Dance**

The table below is a survey for teachers, ranked by the importance of the objectives of the local curriculum on intangible cultural heritage, using a five-level evaluation method.

Among them, 1 represents very necessary, 2 represents more necessary, 3 represents average, 4 represents somewhat necessary, and 5 represents unnecessary.

**Table 1 Course objectives of Yihuang Hegang Dance**

Option	Sort				
	1 (very necessary)	2 (more necessary)	3 (average)	4 (somewhat necessary)	5 (unnecessary)
Promote all-round development of students	53.2%	31.7%	9.6%	3.8%	1.7%
Inherit and protect intangible cultural heritage	28.6%	40.3%	23.4%	6.8%	0.9%
Improve the local curriculum system Implementing curriculum reform policies	10.3%	16.2%	37.8	21.4%	14.3%
Promote local construction and the sound development of society	6.4%	9.2%	23.6%	49.8%	11%
Other	1	2.6%	5.6%	18.2%	72.1%

Through the prediction questionnaire and preliminary interview, we extracted the teachers' understanding of the importance and necessity of the local curriculum objectives of Yihuang Hegang Dance, which was reflected in its effect and influence on students, Yihuang Hegang Dance, local education and curriculum system and the construction of local society. In the formal questionnaire, we asked teachers to rank the contents of these aspects. As shown in the table, 53.2% of teachers believe that the most important curriculum goal of Yihuang Hegang dance local curriculum is to promote the all-round development of students; The second is the inheritance and protection of Yihuang Hegang Dance, 40.3% of teachers think that inheritance and protection of Yihuang Hegang Dance should be the second important curriculum objective; 37.8% of the teachers thought that the implementation of relevant curriculum policies and the improvement of local curriculum system should be ranked in the third place, while the promotion of local construction was ranked in the fourth place by 49.8% of the teachers -- taking Yihuang ethnic area as an example, 133; In addition, 72.1% of the teachers believed that other curriculum objectives besides the above four aspects should be listed as the fifth, including that the development and implementation of the local curriculum of Yihuang Hegang dance also provided more training opportunities and communication platforms for teachers in many places, and provided more survival and development opportunities for many local folk culture people and Yihuang Hegang dance inheritors. The data show that most teachers believe that the local courses of Yihuang Hegang dance can

provide more opportunities for the comprehensive development of students, and secondly, it can also play a better role in inheriting and protecting the local Yihuang Hegang dance. It can be seen that most teachers hold a positive attitude towards the development and implementation of local curriculum of Yihuang Hegang dance, believing that it plays an important role in student training, cultural protection, improvement of curriculum system and promotion of social development.

### Teachers and students' understanding of the problems existing in Yihuang Hegang Dance course content

The table below shows students' and teachers' perception of problems with current course content through questionnaires.

**Table2 Teachers and students' understanding of the problems existing in Yihuang Hegang Dance course content**

Curriculum content problem (Teacher)	Proportion	Curriculum content problem (Student)	Proportion
It does not reflect intangible cultural heritage	67.2%	The content is not relevant to my life	68.9%
Divorced from students' actual needs and will	58.4%	I'm not interested in the course content	30.7%
Not fully considering the views of other curriculum subjects	40.7%	The course content is too fragmented and disjointed to find the focus of learning	41.6%
There is a lack of connection between the relevant content and the connection is not good	61.3%	The course is too short to learn	46.8%
other	35.4%	other	23.9%

Compared with the teacher's point of view, students have a more direct understanding of what they have learned through Yihuang Hegang Dance college courses. 68.9% of the students who have taken or are taking Yihuang Hegang Dance related courses believe that most of what they have learned has no direct connection with their own life; 30.7 percent of students said they were not very interested in the course content, while 46.8 percent said the course content was too difficult. Similar to some teachers' opinions, 41.6% of students also believed that the content of the course was too scattered and they could not grasp the key points in the learning process. In summary, the common problem in the curriculum development research of Yihuang Hegang Dance in colleges and universities, taking Yihuang

ethnic area as an example, is that the selection and organization of the content do not combine with the actual needs of students and do not fully consider the opinions of front-line teachers, which leads to the fact that the curriculum content does not play a practical value in the specific implementation. The use rate of the textbooks is not high, which will naturally make teachers and students think that the curriculum content is not systematic and other problems. The researchers found in the investigation that although it is difficult to see the complete and systematic course content in specific teaching activities, the corresponding complete course content organization form can be seen in the application materials or achievements of the course in many places. The following is the organization form of Yihuang Hegang Dance related course content organized by the author based on the existing local materials

### Students' comments on Yihuang Hegang dance

This table below is the result of the students' evaluation of the Yihuang Hegang dance. Using a 7-level rating evaluation, 1 is very useful, 2 is useful, 3 is slightly useful, 4 is not clear, 5 is slightly useless, 6 is useless, and 7 is completely useless.

**Table3 Students' comments on Yihuang Hegang dance**

Option	Sort						
	1	2	3	4	5	6	7
Can enrich the study life, can relax the body and mind	26.9%	18.2%	14.3%	9.8%	10.4%	7.6%	12.8%
You can learn a lot of literary stories, historical biographies	10.5%	12.6%	10.6%	16.3%	17.5%	20.4%	12.1%
Can study music, art and dance	13.8%	18.9%	15.2%	27.2%	10.2%	8.7%	6%
Can have a comprehensive understanding of customs and festival activities	12.7%	6.3%	12.5%	15.7%	20.9%	18.4%	13.5%
Various sports and competitive competitions can be held regularly	14.6%	23.2%	12.4%	8.6%	10.5%	17.2%	13.5%
Have the opportunity to learn how to make beautiful clothes, handicraft skills	10.2%	9.8%	7.2%	6.8%	19.8%	12.8%	33.4%
Can let us more love home, more love the nation	11.3%	11%	27.8%	15.6%	10.7%	14.9%	8.7%

As can be seen from the table, 26.9% of the students listed relaxing and enriching their study life as the first course goal of Yihuang Hegang dance local course; In the second place, 23.2% of students believe that they can take part in more sports and competitive competitions through local courses, which can enhance their physical fitness and enhance their sense of cultural participation and competition through competitions. 27.8% of the students think that making people better understand and enjoy their own culture and hometown can be ranked as the third most important course goal. From these three rankings, it can be seen that students' understanding of the course goal of Yihuang Hebari dance place first focuses on its direct impact on their body, mind and emotion. In terms of specific content classification goals of Yihuang Hegang dance, students ranked as aesthetic art goals, custom activities goals, literary biography goals and skills goals, respectively with 27.2%, 20.9%, 20.4% and 33.4%. What puzzles the author most about this ranking is students' ranking at the bottom of the importance of skills and skill goals. Through several group interviews, it is found that students' cognition of content goals is based on whether the goals can be achieved in a short period of time and whether the goals can have a practical impact on their lives. For example, competitive sports, music, dance and other content can achieve the stage goal in a short period of time and can participate in competitions or performances; Festivals and customs are closely related to their lives, which can deepen their understanding of their hometown and their own culture. However, skills such as embroidery and silver jewelry making require relatively long time and energy, and the learning process is relatively boring. Unless they particularly like or have ancestral skills in the family, most students believe that such content goals are difficult to achieve through the course learning. It can be seen that students' understanding of the curriculum objectives of Yihuang Hegang dance is practical and clear, focusing on the operability, performance and practicability of the objectives.

### Teachers' Understanding of the evaluation method and value of Yihuang Hegang dance Course

The table below describes teachers' understanding of the evaluation method and value of Yihuang Hegang dance course. There are two aspects. On the right is what teachers think is the value of establishing a complete evaluation system for the Hegang dance course. On the left is a survey of which evaluation methods teachers believe can achieve the value of curriculum evaluation.

**Table4 Teachers' Understanding of the evaluation method and value of Yihuang Hegang dance Course**

Curriculum evaluation method	Proportion	The value of curriculum evaluation	Proportion
Student self-assessment	37.6%	Help adjust and correct course objectives	47.9%
Student evaluation	25.2%	Help adjust and correct the course content	40.3%
Teacher evaluation	69.3%	Fully mobilize the enthusiasm of the subject of the course	58.1%

Evaluation between teachers and students	46.9%	Help teaching to understand teaching effect, timely adjust teaching	68.7%
Parental evaluation	23.8%	Let students get a sense of achievement and satisfaction in the timely evaluation	67.4%
Joint evaluation by parents, school and community	47%	It provides the basis for the continuous development and implementation of local courses of intangible cultural heritage	36.2%
Other	9.3%	Other	14.8%

As shown in the table, it can be seen that the majority of teachers believe that curriculum implementation is the most closely related to curriculum evaluation in the local system of Yihuang and He bar dance. 68.7% of them believe that effective curriculum evaluation can help timely adjust teaching and improve the effectiveness of curriculum implementation. In addition, 67.4% and 58.1% of teachers believe that effective curriculum evaluation can enhance students' sense of achievement in curriculum learning and mobilize students' initiative. As for the course evaluation method, 68.3% of the teachers believed that teacher evaluation should be the main method, and 47% and 46.9% of the teachers believed that the evaluation system of Yihuang Hebari dance local courses could be established through the coordinated evaluation of family, school and local area or the joint evaluation of teachers and students. In addition, 37.6% of teachers believed that students' self-assessment could be used to fully mobilize and give play to students' enthusiasm and initiative. It can be seen that although more than half of the teachers are aware of the importance of curriculum evaluation, they are still unable to change the fact that the current curriculum evaluation in Yihuang Hegang Dance area is lacking. At the same time, they cannot effectively judge the value of the curriculum in Yihuang Hegang Dance area through effective curriculum evaluation and adjust and improve the whole process of curriculum development accordingly. Indeed, the development of local curriculum of Yihuang Hehua Bar dance is a systematic process (Lockhart, 2007). Taking Yihuang as an example, the evaluation of local curriculum should be based on the whole local culture, education and social environment, and make a comprehensive and dynamic value judgment on the curriculum objectives, content, subject and the whole development and implementation process. However, teachers and students generally do not have a high degree of recognition of the curriculum and are not satisfied with the curriculum objectives and content at the present stage, so they will naturally ignore or disapprove of the curriculum evaluation.

## Discussion

This article found that the curriculum goal should be "promoting the all-round development of students" as the primary goal. The course content should be based on the actual needs and acceptance of students. The curriculum evaluation method should be collaborative evaluation by family, school and community, and through evaluation, teachers can be helped to understand the teaching effect (Aslan, et. Al, 2020). Compared with other

studies, this study used questionnaire to obtain real data and enrich the study results. However, research mainly revolves around curriculum objectives, and there is less research on course content (Zheng, et. Al, 2021). The next step will be to continue the study of course content.

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