



วารสารธรรมเพื่อชีวิต

JOURNAL OF DHAMMA FOR LIFE

ISSN: 2822-048X

<https://soo8.tci-thaijo.org/index.php/dhammalife/index>

Research Article

The Difference Between the Teaching Methods of Chinese Folk Dance in Online Classroom and Offline Traditional Classroom

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ARTICLE INFO

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Keywords:

Dance Education; Online Education;
Teaching Methods

Article history:

Received: 02/05/2023

Revised: 22/06/2023

Accepted: 28/06/2023

Available online: 30/06/2023

How to Cite:

Yuan, M. & Potiwetchakul, S. (2023).
The Difference Between the Teaching
Methods of Chinese Folk Dance in
Online Classroom and Offline
Traditional Classroom. Journal of
Dhamma for Life, 29(2), 118-126.

ABSTRACT

Compared with the online course of the theoretical knowledge subject, dance as a practical subject has its particularity, but the development of the online class is a necessary new trend in the way of the communication of dance knowledge. As a modern teaching dance teacher, should have a variety of teaching ability, can not be their own teaching method single and rigid. Chinese ethnic and folk dance is an important basic course in Chinese dance curriculum. This paper will study the teaching methods in online classroom and offline classroom of Chinese ethnic and folk dance. According to compare the teaching methods in these two classes from multiple perspectives and finds out the teaching methods that are more suitable for class, so as to help teachers of Chinese ethnic and folk dance. In the future education work, more appropriate teaching methods should be found in the face of online and offline classroom modes, and the differences between the teaching methods in the offline and online classroom modes should be understood, so that teachers can be inspired in the future teaching and innovate more and better teaching methods that are more suitable for different education modes. With the development of The Times, the education of Chinese national and folk dance should be improved. Can open up new ideas, make greater progress.



Introduction

With the development and progress of information technology, exploring the differences between online classroom teaching methods and offline classroom teaching methods of Chinese national folk dance will help to understand the characteristics and advantages of online education, provide references for teachers to innovate teaching methods in education and optimize teaching methods of dance education. Both offline folk dance classroom teaching and online folk dance teaching have their own advantages and disadvantages. Studying the difference between the two can explore their respective advantages and combine their complementary advantages to improve the teaching methods of dance teachers, so as to improve the learning effect of students and the teaching quality of teachers (Wang & Hui, 2018: 15-16).

By studying the differences between online classroom and offline classroom teaching methods of Chinese national folk dance (Mao, 2021), we can explore in which situations online education is more suitable and how to give full play to its benefits. Studying the differences between online and offline teaching methods of dance class can improve teachers' teaching ability in many aspects, not only limited to online or offline teaching ability. To fully understand the current situation and demand of dance education, there should be different teaching methods in different classroom modes, optimize the teaching methods of Chinese folk dance classroom in different teaching modes, and provide reference for dance education.

Research Objective

According to students' needs and classroom mode, online and offline classroom teaching of folk dance was found The difference in methods.

Research Methodology

1. experimental research method; Design online teaching and physical teaching experiments under the same conditions to explore the differences and advantages of the two teaching methods.

2. case study method; Multiple dance learning scenes are selected to explore the influence of teaching methods on students' learning and growth through field observation and in-depth interviews with students and teachers.

3. literature research method; By referring to relevant literature and research materials, this paper compares the advantages and disadvantages of online dance classroom and offline dance classroom teaching methods and the research results.

Research Result

The development of the education and teaching of Chinese folk dance, as a course of inheriting Chinese culture, has been attributed to the persistence and efforts of many senior teachers who have traveled all over the country to contact different ethnic groups. To understand the humanistic characteristics of various ethnic groups in the motherland, I selected, compiled and sorted out precious folk dance textbooks, which further improved the education and teaching system of this course and laid a profound foundation for the current education of Chinese folk dance. Professor Pan Zhitao from Beijing Dance Academy said in his speech on the journal of Beijing Dance Academy that the education of Chinese ethnic and folk dance is a pioneering undertaking from scratch (Huang, 2009). In recent years, we have been constantly looking for ways to express the root cultural spirit of the nation in the fields and temples, and constantly practicing the unique pursuit of academic Chinese ethnic and folk dance in the classroom and on the stage. At the same time, they continue the spirit inherited by the older generation of Chinese folk dancers and strive to build a prosperous Chinese folk dance cause. This year marks the 20th anniversary of the establishment of the Department of Chinese Ethnic and Folk Dance of Beijing Dance Academy. As a first-generation leader of the department and an old teacher, it is inevitable for me to reflect on and review what I have done in the past 20 years, which is the need for the development of the discipline to recall the past, and also the need to find out my shortcomings and face the future." (Pan Zhitao, 2007) Nowadays, folk dance is one of the basic professional courses for dance majors in universities and colleges. As a young folk dance teacher, what I should inherit is to continue the spirit of the old generation's efforts to develop the education of Chinese folk dance. In teaching, I should think independently about the professional knowledge of folk dance, rather than

blindly use a single and boring teaching method to teach professional knowledge. The Chinese nation is very diversified. Through collecting styles and appreciating more new works, we have thought about how to continue to enrich the teaching materials of Chinese ethnic and folk dance (Shirayev & Levy, 2020). Based on the local and school conditions, we have designed new and more distinctive teaching materials suitable for the professional development of our school.

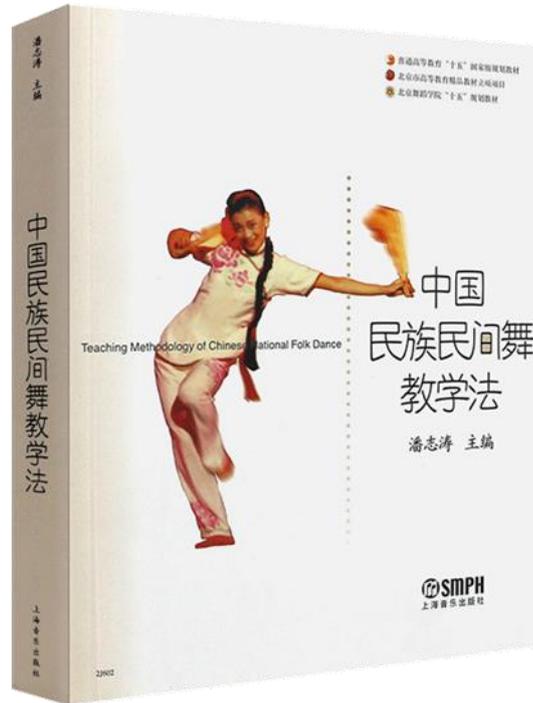


Figure1: The picture is the textbook book "Teaching Method of Chinese Folk Dance" edited by Teacher Pan Zhitao, which is helpful for teachers to learn the teaching method of folk dance. (JD, 2022)

Taking dance performance major of Chongzuo Preschool Normal College as an example, the students of two sophomore classes of Grade 21 were respectively taught in two online and offline classroom modes and the same set of Chinese folk dance combination textbooks. One class used the normal offline classroom teaching mode to teach in the dance classroom, and the other class used the online class mode to teach students at home. The comparison was found.

As a whole, the class learning through online class can learn the dance combination more quickly, and the students' independent learning ability is improved. They can remember the key points and difficulties of the class through the online class playback, and have a more

accurate and comprehensive understanding of the style of performing the national dance performance through the ethnic history and culture videos shown to the students in the online class. They have great interest in national culture. Through checking homework in group form, it is found that students can take the initiative to look up materials in independent learning after class and their learning enthusiasm has been improved. When encountering difficult skills and movements that I do not understand, I can look up video materials on the Internet independently, or take the initiative to ask questions and communicate with the teacher, practice through my own understanding, and share methods with each other online, thus forming a more active and good classroom atmosphere. However, due to the lack of close movement correction by teachers, the lack of understanding of the body grasp ability of difficult dance movements, it is difficult to understand the internal strength point of the body through online classes at home, and the movement requirements are easy to do not standard and not in place. Due to the different understanding level of each student, the class after returning to school is not uniform enough in the overall combination display. The individual movements in the dance combination need to be further normalized.

In contrast, in the offline classroom, the overall combination of the classes learned in the dance classroom is more complete, and the overall standardization of the combined movements is higher. The demonstration teaching of teachers is more accurate for students to learn and imitate. In the combination, most students can master the standardization of music rhythm and dance posture in the whole class. In the classroom teaching, the teacher's teaching effect is more intuitive, the teacher's close observation is more careful than in the online class, the details of dance movements will require students to master better, so the progress of learning combination is slower than in the online class, but the movement learning is more detailed, the class is more orderly than the online class. In the overall study, students are more dependent on the supervision of the teacher. Compared with students who take online courses, they have a weak ability of independent learning after class. They have a slightly simple understanding of the style of ethnic dance, lack of interest in the knowledge of national culture, and their learning mode is relatively more programmed, lacking some of their own ideas and understanding.

By comparing the teaching effects of offline and online classes of Chinese folk dance, as well as students' feelings in class, this paper analyzes the applicable teaching methods of

online and offline classes and finds out the differences between the two kinds of classroom teaching methods in the same course. Nowadays, there are many discussions on teaching methods in traditional offline Chinese folk dance classes. As a basic professional course of dance major, folk dance course is as important as basic dance skills. The basic course often makes students feel dull and stereotyped, but the purpose of folk dance course is to inherit China's national culture as the foundation and starting point. Only with the foundation can we create and perform works of a deeper level. Therefore, teachers should not only teach for the sake of learning and skills, but also use more scientific teaching methods. "The reason why Chinese folk dance has been passed down to the present is that it follows the living rules of the working people, and the content can accurately and effectively reflect the living status and production activities of the working people of all nationalities. Therefore, the teaching of Chinese folk dance should follow its inherent regularity and scientific nature, which is also the root of Chinese folk dance. In other words, it is the scientific nature and regularity of Chinese folk dance itself that determine the teaching method of dance and determine that the new teaching method of folk dance needs to advocate scientific teaching method in the teaching of Chinese folk dance. The teaching methods of demonstration, induction and guidance should be adopted in dance teaching, and the knowledge of pedagogy, psychology and art pedagogy should be comprehensively applied in dance teaching, so that the teaching of dance should be thoroughly integrated from the simple to the deep "(Zhang Peijiao, 2015).

In the online classroom of Chinese folk dance, teachers need to improve their language expression ability in addition to scientific teaching methods, rather than simply follow the traditional offline teaching methods. The teaching content can be combined with the Internet. Because teachers and students teach through computer or mobile phone screen in network class, students' intuitive feeling of movement demonstration is not as strong as that of face-to-face reality. Therefore, in addition to demonstrating movement, teachers should explain the power of an action with more understandable words. The figurative form can be more vivid to let the students in front of the screen understand, for example, the up and down rhythm of the Northeast Yangko dance, through the side of the waist force, ribs on one side of the other side of the pressure, alternating, forming a dynamic rhythm of the two sides of the body up and down, but if only to tell the students, students lack the ability to grasp the body when the movement is easy to make mistakes and deformation, the teacher can through metaphor, The

ribs on both sides of the side waist are compared to two fans, with the middle of the body as the axis. The axis of the middle body remains unchanged, while the ribs on both sides of the side waist are like a fan when one side is opened and the other half is closed. In this way, the action explanation combined with the teacher's action demonstration will help students understand the action requirements and power points more clearly and easily than blindly using professional terms.



Figure2: In the figure, I am explaining the movement in the online class.

In the online class, the teacher needs to explain the power point of the movement more carefully and clearly.

Discussion

It is found that the teaching methods of traditional Chinese folk dance classroom should pay attention to class management, classroom learning atmosphere and organize students to help each other to make greater progress of the class as a whole. The teaching method of online classroom needs to understand the basis of students, provide students with one-to-one teaching services, improve students' independent learning ability, and use more detailed and interesting teaching methods to attract students' concentration in class. In general, online classroom and offline classroom of Chinese folk dance have their own advantages and disadvantages (Zhang & Wright, 2017). The advantages of online classroom lie in flexibility and sharing and updating of teaching resources, while the advantages of offline

classroom lie in real-time interaction and closer to students. Therefore, it is most important to choose different learning styles according to different learning needs and situations. The difference between this study and other studies lies in the object of study. The object of study in this paper is the study of learning comparison of dance performance students in Grade 21 of Chongzuo Preschool Normal College. As the development of traditional classroom teaching methods has been very mature, the current teaching methods of online classroom still need more research and improvement. In the future, more comprehensive online teaching methods of Chinese ethnic and folk dance need to be developed, so that Chinese ethnic and folk dance teachers can have more appropriate teaching methods according to different classroom modes.

Conclusion

Finally, through the above research methods, we can have a more comprehensive and in-depth understanding of the characteristics and differences between online classroom and offline classroom teaching methods, better grasp and control the development trend and direction of modern education and teaching, and provide strong support and reference for the innovation and reform of Chinese folk dance dance education and teaching.

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