

An Research on the Application of Micro-Lesson Resources in International Dragon Dance Culture Teaching

Jinzhu Zeng¹, Jiamin Chai²

1. School of Physical, China University of Geosciences, Wuhan 430074, China.

2. School of Arts and Media, China University of Geosciences, Wuhan 430074, China.

Abstract: The teaching of international Dragon Dance culture shoulders the dual task of language communication and cultural dissemination. When teaching Dragon Dance movements, international Chinese teachers also need to convey the profound content to students, that is, the cultural connotations contained in dragon dance movements. In order to enable learners to better digest and absorb traditional cultural knowledge, special attention should be paid to the selection of teaching content and teaching methods.

Keywords: Micro-Lesson Resources; Dragon Dance Culture; Application Research

1. Teaching and Research of International Dragon Dance Culture

Since the 1950s, China's international Chinese language education has developed for more than 70 years, and Chinese language teaching has been conducted in 550 Confucius Institutes and 1,172 Confucius classrooms in primary and secondary schools in 162 countries (regions) on seven continents (data as of December 2019), and has achieved tremendous results in various fields such as teaching and research. As an ancient language that stretches for thousands of years, Chinese contains many excellent traditional Chinese cultures, among which Dragon Dance, as a special historical culture, is also an excellent intangible cultural heritage project, and a unique cultural business card of China. In order to better realize the cross-cultural exchange of the excellent traditional culture of Dragon and Lion Dance, both the national and global Confucius Institutes have attempted to shape a comprehensive, three-dimensional and authentic image of China through the lively and brave image of "Dragon", breaking the Western stereotype of "Dragon" and reshaping the image of "dragon", which is friendly, brave and enthusiastic.

However, the international spread of Dragon Dance culture has always been limited to the lack of continuity of teaching process and materials, and some are only a few performances during celebrations and holidays. For example, in 2019, the Confucius Institute of the University of Leon invited the Madrid Dragon and Lion Dance Team to celebrate the university's anniversary, and the Confucius Institute of the University of Antananarivo gave a dragon dance performance, etc., the enthusiasm of learners for learning is in sharp contrast to the slow pace of curriculum construction. At the same time, for Chinese learners whose mother tongue is not Chinese or foreign friends who love Chinese Dragon and Lion Dance, it is not easy to systematically learn Dragon and Lion Dance and effectively find learning channels. Searching for teaching videos with Chinese subtitles for Chinese audiences on the Internet for self-study is also not easy to overcome the language barrier. Due to the lack of teaching resources of Dragon Dance abroad, foreign Dragon Dance learners can not deeply understand the important difficulties and cultural connotation of some movements, and more superficial. Under this trend, how to design digital resources suitable for learners whose mother tongue is not Chinese and how to creatively integrate Dragon Dance culture learning with Chinese Language teaching are problems worth thinking about.

2. Analysis of the Advantages of Applying Micro-lesson Resources to Dragon Dance Teaching

As a Team sport, the Dragon Dance and Lion Dance teaching requires Dragon dancers to hold dragon equipment, under the guidance of the dragon ball, accompany with drum music, and complete the dragon's crossing, leaping, flying, turning, rolling, playing, twisting and other movements through the movement and posture changes of the human body, which should fully demonstrate the essence, energy, vigour and charm of the dragon, so it has high requirements for team cooperation. For example, the action of "lying on two dancers' shoulders with a person hanging on the waist" requires four people to work together to complete, with different division of labor, and none of them is indispensable. Due to the lack of skilled Dragon and Lion Dance teachers in various Confucius Institutes, traditional classrooms lack partners for Dragon and Lion Dance teachers, making it difficult to independently demonstrate complex multi-person

movements. In addition, the thick and bulky equipment of dragon dance, as well as the dynamic characteristics of the sports, have certain requirements for teaching space, and are often chosen in outdoor spaces that can accommodate 30 people. Under the traditional teaching mode, the students facing this activity are mostly middle school students, whose Chinese language knowledge level is not very high, and many dragon dance proprietary vocabulary is difficult to understand through concrete thinking. Moreover, the explanation of this activity is conducted in the classroom, and the training is conducted outdoors, making it difficult to ensure the effectiveness, coherence, and completeness of the classroom. Micro-lesson technology can present complex and abstract knowledge in an intuitive, situational, and concrete manner. So when explaining some complex and abstract dragon dance movements, micro-lesson can be used to break down the complex content into a series of themed knowledge points in advance, effectively simplifying the dragon dance teaching process, making it more simple and easy to understand, and reducing the difficulty of learning. In this way, students can effectively and directly learn the content of the course through video explanations in advance, which helps them understand the learning of some movements and simplifies the teaching process.

Dragon and Lion Dance course are mostly taken as a part of the cultural elective courses. It is not only an important sports and cultural activity, but also an important Chinese learning course, the knowledge of traditional Chinese culture and key Chinese characters contained in the course are of great help to enrich and complete the course. Part of the Chinese language knowledge explanation is time-consuming, and the teacher's explanation occupies most of the class time, which greatly reduces the dynamic and interesting nature of the Dragon and Lion Dance course and cannot be implemented. However, some important cultural knowledge and Chinese knowledge contained in Dragon and Lion Dance are still particularly important for training. If students can understand their essence, they can achieve enlightenment. For example, when learning the movements of "crossing and flying" in Dragon dance, not only does dancers' body need to assist in memory and performance, but they also need some Chinese cultural knowledge to supplement the flexibility and smoothness reflected in "crossing and flying" by "Dragon". Therefore, the combination of the two can not only promote the learning of Dragon and Lion Dance, but also promote the spread of Chinese stories through the endogenous power of culture.

Dragon and Lion Dance, as an exotic culture, is full of many Oriental colors and cultural connotations. Its learning is not only a physical exercise, but also the supplementary learning of culture will make it more difficult for learners. Traditional teaching methods can not meet the students' enthusiasm and needs for learning Dragon and Lion Dance. Therefore, teachers need to have the spirit of active innovation and brave experimentation to cope with the constantly changing teaching situation. Micro-lessons are short in time. Through the interesting design in advance and the concise expression of key and difficult points, they can better seize the limited attention of learners to focus on the knowledge points and grasp the golden time of learning, thus improving the efficiency of the course. Moreover, the visualization information can also capture the learning attention of middle school students. Interesting and flexible performance can better stimulate the enthusiasm and internal motivation of learners to learn.

The development of emerging multimedia has facilitated the use of micro-lesson and enriched the curriculum system. The curriculum construction of traditional dragon and lion dance mostly stays in outdoor classrooms, with a relatively low proportion of Chinese cultural knowledge learning, making it difficult to ensure the balance and integrity of the curriculum. The construction of micro-lesson can integrate time and space, allowing students to preview and review Dragon and Lion Dances anytime and anywhere with their mobile phones, greatly shortening their learning time. Secondly, due to the short and concise characteristics of the micro-lesson, the first 6 minutes of the 10 minute course are devoted to learning basic movements, while the remaining 2 minutes are devoted to consolidating and reviewing Chinese culture and knowledge. 1 minute is reserved for interesting questions, which greatly enhances the fun of the course, and integrates the learning of dragon and lion dance with the learning of Chinese knowledge. It avoids the superficially empty expression of body movements in the learning process for middle school students.

In summary, as an excellent traditional sports culture of the Chinese nation, Dragon Dance is directly related to the construction of China's national cultural soft power and the enhancement of international discourse power in sports. The application of micro-lesson in the construction of digital resources for Dragon and Lion Dance can not only facilitate the learning of learners and improve Chinese cultural literacy, but also greatly optimizes the learning process due to the convenience of its technical conditions. It also greatly enriches the curriculum construction of traditional Dragon and Lion Dance, making new technologies a powerful assistant to the curriculum, and working with teachers to assist in the high-quality dissemination of Chinese traditional culture overseas.

3. The Application of Micro-lesson in International Dragon Dance Culture Teaching

The successful application of micro-lesson in international Dragon Dance culture teaching depends on the content design of micro-lesson. International Dragon Dance culture teaching is an important component of teaching Chinese as a foreign language. Combined with the content of teaching Chinese as a foreign language, micro-lessons can be divided into the following categories: the cultural connotations and Chinese knowledge involved in the design of micro-lessons are also essential contents of the entire course, and even play a finishing touch role in the learning of Dragon and Lion Dance. Therefore, it is also necessary to have a clear understanding of how to balance cultural connotations with the learning of Chinese language knowledge and the physical teaching of Dragon and Lion Dance.

3.1 Language Knowledge points

Language knowledge points are the basic content of international Dragon Dance culture teaching, including phonetics, professional vocabulary, Chinese characters, and some commonly used expressions. Due to the strong practicality, pertinence, and flexibility of these contents, they are very suitable for explanation through micro courses.

When dealing with the vocabulary section, you can first categorize the words you are going to talking about into two parts. One is professional vocabulary for Dragon Dance, and the other is vocabulary for action meaning. Taking the first lesson *8-character Dragon Dance of Dragon Dance Culture* as an example, this lesson designs 8 words, including character-8 Dragon Dance, unity and cooperation, endless growth, forward alignment, one arm' length, dragon lifting, dragon stopping, and dragon releasing. These words, if processed sequentially, will greatly increase the student's memory burden. According to the meaning, these words can be divided into two categories. One part is connotation words: Unity and cooperation, endless growth. The other part is professional movements: character-8 Dragon Dance, one arm' length, dragon lifting, dragon stopping, and dragon releasing. In this way, small scenes can be created in the form of videos or pictures, and the words can be explained, which provides learners with intuitive effects, deepens their impressions, and helps them lay a solid language foundation.

3.2 Background Knowledge

In the process of teaching international Dragon Dance culture, a variety of background knowledge related to dragon dance movements will be involved, such as the "character-8 Dragon Dance" in the Dragon Dance movements continuously writes "8" on both sides of the body to make the entire dragon dance, which contains the spiritual quality of the unity and cooperation of the Chinese nation. In the process of explaining dragon dance culture, it is also necessary to introduce the cultural differences between China and the West, such as the differences in the form and meaning of dragons between China and the West. When introducing before class, it is possible to design an image of a respectable and lovely Chinese dragon to show to students, which is conducive to improving their comprehensive cultural literacy and cross-cultural communication ability. At the end of the micro-lesson video, some inspiring questions can be thrown at students to guide them to think about the problems and improve their classroom participation. In short, micro courses are characterized by their lively content and rich

4. The Application of Micro-lesson in the Teaching of International Dragon Dance Culture

The teaching mode of using micro-lesson to teach international Dragon Dance culture is mainly divided into three stages: Pre-class, While-class, and Post-class. The completion of each link is inseparable from the joint participation and cooperation of teachers and students.

Enlightenment in Pre-class: Dragon dance, as a team project, cannot be independently demonstrated by only one teacher when explaining new knowledge. Traditional Dragon Dance teaching cannot allow students to form an intuitive understanding of the movements. Sending micro-lesson to learners before class helps them form a visual image of Dragon Dance movements and their meanings, enables them to better understand class content, facilitates course development, and reduces the pressure on learners in the new classes.

Internalization in While-class: In specific teaching, the teaching video would be played again, which allows students to use video resources to deepen their understanding of their culture.

Conversion in Post-class: After class, learners can use mobile internet devices such as mobile phones and computers to review

knowledge about dragon dance culture anytime and anywhere using micro-lesson videos. When watching micro-lesson videos again, learners can recall the classes' scenes and mobilize their previous memories, which is very helpful for learners to master the relevant content of this lesson.

5. Conclusion

Through the above analysis, it can be seen that the characteristics of micro-lessons are basically in line with the basic laws of international Dragon Dance culture teaching, and can be widely applied to international dragon dance culture teaching. The international dragon dance culture teaching based on micro-lesson has redistributed the time of "teaching and learning", so that students have more time to watch the complete Dragon Dance action demonstration in class, forming a superficial understanding and improving the teaching efficiency. which greatly makes up for the shortcomings of the current traditional teaching mode. However, this teaching mode has put forward higher challenges for both teachers and students, such as how to fully mobilize students' autonomy, how teachers can grasp their own roles in class, and what measures should be taken to ensure the effectiveness of the classroom to avoid being mere formality. The solution of these problems needs to be further explored.

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Author Introduction: Jinzhu Zeng, female, Han nationality, Tangshan Hebei Province, master's degree candidate, research direction: Traditional ethnic sports.