

Teaching reform of Chinese classical dance body rhyme based on hybrid teaching method

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Abstract: with the continuous in-depth development of higher education, the accelerated development of information reform has also improved the progress of digital education and teaching. In the process of classical dance teaching in Colleges and universities, the application of hybrid teaching mode is more and more widely, and it plays an important role in the combination of traditional classroom and information classroom. In this context, dance teachers should base on the current development trend, make rational use of the advantages of information technology teaching, adapt to the mixed teaching mode, fully mobilize the enthusiasm of students, form a good interactive atmosphere between teachers and students, and adapt to the trend of educational development and Reform in the new era and new circumstances. Based on this, this paper will focus on the teaching reform of “Chinese classical dance body rhyme” with mixed teaching method.

Key words: blended teaching; Body rhyme of Chinese classical dance; Teaching reform; Colleges and universities; Classical dance

With the development of education informatization, the educational promotion effect of blended teaching has become increasingly prominent. As an educational mode combining online technology and offline teaching, it can integrate the advantages of traditional education and internet education, and is an important means to improve the interest and effectiveness of the teaching of Chinese classical dance body rhyme.

1 Connotation analysis of Chinese classical dance body rhyme

The body rhyme of Chinese classical dance is the accumulation of Chinese traditional dance culture and an important embodiment of the national spirit. It is the core content of training in the teaching of classical dance. Through the exploration of the teaching connotation of “Chinese classical dance body rhyme”, we can understand the important context of China’s cultural development and experience the development of art and culture. Dance body rhyme is an important part of Chinese classical dance, in which “form” and “spirit” are important contents of dance training. Through integration, students can pay attention to the combination of their own internal and external in the performance process. “God” refers to the natural emotion in the process of dance performance, through the internal understanding of emotional expression and dance; “Form” means that students can express the connotation of dance through the external form of body movements. Strengthening the expression of “spirit” and “form” can integrate to form the body rhyme of dance, which is also an important element for students to carry out dance performance. Students can integrate their own understanding of the artistic conception contained in the dance, analyze the rhythm of the dance, integrate their own style, achieve the unity of spirit and form, and reflect the artistic connotation of classical dance. The effective integration of students’ body performance and rhyme can strengthen the embodiment of artistic connotation and highlight the body rhyme characteristics of Chinese classical dance.

2 Analysis of the significance of teaching reform of Chinese classical dance body rhyme based on hybrid teaching method

1. On the concept of hybrid teaching method

Blended teaching refers to an innovative teaching mode that effectively integrates the existing online and offline educational resources with the support of Internet technology, but then carries out knowledge education through the combination of traditional teaching and network means. In the teaching of Chinese classical dance body rhyme, the blended teaching also meets the students’ needs of cross time and space learning and personalized learning, and effectively improves the interest, flexibility and effectiveness of the teaching of Chinese classical dance body rhyme. It can be seen that the effective application of blended teaching is beneficial to the improvement of teaching effect and the implementation of quality education.

2. Analysis of the significance of hybrid teaching method

First of all, blended teaching can enrich dance teaching resources in Colleges and universities and expand the curriculum capacity. With the support of blended teaching, the teaching of Chinese classical dance body rhyme has also obtained more rich and colorful educational resources. In teaching practice, teachers can not only use traditional teaching materials to teach students the key points of relevant knowledge through verbal guidance, but also combine online audio-visual resources to further improve the course capacity and create an audio-visual integrated dance classroom. In the course practice, teachers can combine the teaching content and introduce some information-based education resources such as pictures and micro lessons related to the course content, so as to provide students with more interesting and colorful classroom teaching services, further improve their enthusiasm to listen to the class and promote the effective improvement of students’ learning income.

Secondly, the blended teaching method helps to promote the interaction between teachers and students and develop students’ ability. From an objective point of view, the teaching activities of any course can be regarded as a process of teacher-student interaction, and dance teaching is no exception. This also shows that in teaching practice, teachers must do a good job in interactive guidance, and actively promote the interaction between teachers and students, students and students, so as to effectively improve the teaching effectiveness. However, according to the reality, the interaction of classical dance classroom in Colleges and universities is not enough, which also puts forward

deeper requirements for teachers' educational ideas and teaching mode. How to promote classroom interaction through the innovation of educational ideas and forms has become an urgent problem for every dance teacher in Colleges and universities. The introduction of blended teaching can effectively change this problem, and make the teacher-student interaction in the teaching of Chinese classical dance body rhyme get multi-dimensional extension. Specifically, teachers can combine the teaching advantages of online and offline teaching in teaching practice to construct a more three-dimensional course interaction platform, promote interesting, efficient and diversified interaction between teachers and students, students, and arouse students' learning enthusiasm, so that they can obtain more learning benefits in dance learning.

Moreover, the blended teaching method can extend the teaching path and help students establish good habits. In the traditional concept of education, dance teaching is mainly based on the classroom, and all teaching activities are carried out around the classroom. When students leave the classroom, it is difficult to obtain good teaching guidance, which also makes the overall teaching effect unsatisfactory. With the promotion of blended teaching, the teaching of "body charm of Chinese classical dance" can be combined with internet means to realize the extension of teaching path from classroom to network and extracurricular, so as to help students break the space and practice barriers of dance learning, and enable them to learn knowledge points in unlimited time and place. At the same time, with the help of this mode, teachers can also create an online autonomous and open learning platform for students according to their actual situation in dance foundation, learning hobbies and other aspects, and guide students to use the micro lecture, video teaching and other resources to carry out preview, learning and review, so as to improve their learning effect and develop good learning habits, Provide long-term assistance for the improvement of teaching effect.

3 Teaching reform strategy of Chinese classical dance body rhyme based on hybrid teaching method

1. Creating classroom atmosphere and increasing teacher-student interaction

In the study of Chinese classical dance body rhyme, creating a good learning atmosphere is the prerequisite to ensure the improvement of teaching quality. In a good classroom atmosphere, students will be more relaxed and study actively, so as to improve the teaching effect. In the mixed teaching mode, teachers can add scene creation in the teaching design of "Chinese classical dance body rhyme", lead students to feel the learning atmosphere, ask questions and set questions in the created situation, improve students' interest in learning, let students more actively participate in classroom learning, and improve students' subjective initiative, Using network resources to create an atmosphere and mobilize students' emotions, the situational teaching of Chinese classical dance body rhyme education is carried out. Through the expression and refinement of dance elements, the dance movements and dance elements are effectively combined, and the basic elements of Chinese classical dance body rhyme course are trained to exercise students' Application ability. Or teachers can carry out task driven teaching, create several tasks in the context, teach students to explore, exercise students' muscles and breath, reflect the aesthetics of Chinese classical dance, and integrate the exercises of key content. In the exercises, teachers can appropriately add the teaching materials of the Internet into the classroom teaching, and guide students to practice more, Master the dance skills related to Chinese classical dance, and realize the extracurricular extension of Chinese classical dance body rhyme. Alternatively, teachers can set up students' online and offline learning content and practice after class through the teaching platform and Internet technology. Students can choose to explore independently to exercise their self-learning ability or carry out group cooperation to exercise their collaboration ability. Through the teaching platform, two-way feedback on the completion of homework can be carried out to extend the classroom in space, so that students can make full use of after-school time, After class consolidation is carried out on the teaching platform. When encountering problems, teachers can also ask questions at any time through the teaching platform. Teachers can also implement homework supervision and accept students' feedback on learning through online teaching, so as to achieve the teaching goal of improving students' learning effect. For example, in the teaching of the basic skills of Chinese classical dance, the teacher first made it clear that the teaching goal was to help students realize the important premise of the basic skills of classical dance training, guide students to correctly understand the significance of body rhyme training, and pay attention to the body rhyme course. In the teaching process, teachers can add professional dance video materials to the courseware, and download resources through the Internet to help students understand and familiar with the basic skills, and master the skills of professional training. By allowing students to organically integrate basic skills training and body rhyme training, and combining teaching materials for classroom or after-school practice, students' interests will be more easily mobilized, and through the extracurricular extension set by teachers and the review and task of online teaching platform, students' interest will be trained and consolidated, so as to improve the effect of dance learning and achieve the goal of comprehensive teaching.

2. Establish and improve the online teaching resource database

Nowadays, with the deep penetration of Internet technology into education and teaching, network teaching resources have been greatly enriched. Video teaching, micro class, MOOC and other education platforms and software have provided a large number of teaching materials for teaching. However, in actual teaching, these materials are often decentralized, without sorting and integrating them, It is difficult for teachers to make effective and rational use of it in teaching. Most of the resources are for a key and difficult point or exercise, and teachers have great difficulty in the selection and sharing of resources. Therefore, in terms of the arrangement and utilization of resources, it is necessary to make rational use of the characteristics of online and offline hybrid applications of hybrid teaching, establish the teaching platform of Chinese classical dance body rhyme, sort out and summarize each class hour and each key knowledge point on a special platform, and establish an online teaching resource library to facilitate the sharing, downloading and use of teaching resources between teachers and students. Teachers can choose to use network teaching resources for teaching, select teaching materials according to their needs, activate the classroom atmosphere, optimize the classroom content, help students more comprehensively train rhythmic elements, improve teaching tasks, and achieve classroom teaching goals. Teachers can also choose to enrich the online resource library, such

as recording and uploading micro class video and courseware ppt, enriching the teaching resources of each class hour, or designing teaching activities by using the online platform, guiding students to independently use the teaching platform to consult and download materials, and cultivating students' autonomous learning ability. For example, in the teaching of breathing training, teachers can use the online resource library to search and select information, select high-quality teaching resources to share with students, help students improve themselves, and make reasonable use of them in class, such as controlling the non action and squat movements and carrying out classroom practice, and playing the video explaining the important and difficult points, Make students familiar with the rhythm of the breath and make their dance movements more relaxed and smooth.

3. Establish a rich and diversified evaluation mechanism

As an important part of the teaching process, the teaching evaluation mechanism not only plays an important role in classroom teaching, but also relates to the quality and effect of students' dance learning. Teachers will understand students' learning situation and progress through teaching evaluation, so as to serve as a reference for improving teaching methods. In the traditional teaching evaluation mechanism, teachers will use the evaluation system associated with the results, such as taking the mid-term and final examination results as the evaluation basis. This evaluation method has restricted the evaluation subject and evaluation means for a long time, so that students' evaluation is too single, which will attack students' learning enthusiasm and affect the quality and effect of teaching. Due to the common influence of various factors, students' learning foundation and level are different, and students are in adolescence, so teachers need to affirm and encourage their learning achievements. Therefore, the teaching evaluation mechanism of "Chinese classical dance body rhyme" should not be limited to the achievement as the sole criterion for judging students' learning achievements, and should not be limited to the old system of examination oriented education. Teachers should make a conceptual change, introduce a diversified evaluation system into the downstream of the hybrid teaching mode, and use the online and offline teaching mechanism of the hybrid teaching mode. In terms of the basis of the evaluation, the content other than the score should be added, such as the evaluation of the students' classroom discipline, learning attitude, and classroom enthusiasm, so as to evaluate the students' learning of Chinese classical dance body rhyme from multiple angles and improve the multi angle and direction of the evaluation. In addition, teachers should make rational use of the teaching evaluation mechanism and function of online teaching. In addition to the content, learning duration and aspects of online teaching, students' performance in online courses, classroom participation and practice enthusiasm can also be used as a part of teaching evaluation and as a process evaluation of students' learning. The multi angle and multi-channel evaluation mechanism can let students understand their own learning situation, and then make improvement and adjustment.

In a word, teachers should change their ideas, make rational use of mixed teaching mode, make up for the shortcomings of traditional education methods, keep up with the changes and development of the times, improve their ability, organically combine the online and offline teaching of Chinese classical dance body rhyme, and use diversified teaching resources to carry out dance teaching that meets the abilities and needs of students, Cultivate excellent and all-round development dance talents.

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