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Research Article

Innovative Education Method of the Integration of Cultural Communication and Dance Art Design*

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Abstract

Based on the theory of “harmony of body and mind” traditional culture, this paper combines the traditional Chinese language culture with the expression of dance art. By embedding various aspects of expression elements of language into the classroom of dance art, students can appreciate the dance art while achieving the purpose of learning Chinese language culture. Based on this idea, an integrated innovative teaching method is developed, which is then tentatively applied in the domestic and international Chinese language culture communication classrooms. The results show that the combination of Chinese language culture in the dance teaching of ethnic minorities in China is conducive to enhancing students' learning enthusiasm, especially for the spreading of traditional culture. In foreign countries, the learning effect and learning interest among primary and middle school students, college students and adults are improved by more than 2 times when traditional Chinese dance, local dance teaching and Chinese language culture are integrated. Therefore, the integration of dance art teaching and Chinese language culture is of great help to improve students' oral learning and practical application, which is of great significance to traditional communication and inheritance.

Keywords

Harmony of Body and Mind • Dance Art • Language Culture • Fusion Innovation

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The combination of body and mind is the basis of education and learning, especially in the study of traditional culture and artistic accomplishment (Wei, Yan, Bie, Wang & Sun, 2014). The theory of "harmony of body and mind" is a philosophical concept. This is the integration of matter and spirit, which can interact with each other. The introduction of this theory has important value and significance in the whole world and has become the core guiding ideology and theoretical basis for people to pursue art, culture, education, research and other work, which can guide people's aesthetics, creation, education and communication at different levels of learning and life (Huddy & Stevens, 2011). Based on the rich use value of this theory (Stevens & Huddy, 2016), many scholars have considered how to apply this theory more effectively to practical cultural communication when exploring the way of communication of traditional culture. Because the traditional way of cultural communication is based on the eye and consciousness of human beings, the learning is rather boring and the vision is limited to some extent (Rhodes, Leslie & Tworek, 2012). The picture or media of the communication are too monotonous or boring so that many recipients find it difficult to have effective memory and skilled application and this is especially evident in the spread of Chinese traditional language culture in the world. Some researchers have studied the communicating effect of traditional Chinese language culture in the whole world (Mesoudi, Dunbar & Whiten, 2011, Henrich, & Broesch, 2011). This research conducts the experimental teaching and language communication of Chinese traditional language and culture in 142 countries and regions around the world, involving 11.75 million people. The investigation of the learning effect indicates that most people have a strong interest in traditional Chinese language culture, accounting for 81.25% of the survey population. However, 87.3% of these population say that it is especially difficult to learn, understand and memorize traditional Chinese language culture so that they give up the learning halfway or have poor effect (Saez-Marti & Zenou, 2012). Therefore, how to spread the traditional language culture effectively is the focus of many scholars and educators. In recent years, many scholars at home and abroad have explored how to better spread the traditional culture from the aspects of communication mode, teaching method, pictographic combination, stylistic art and other forms. However, the results are not yet satisfied, especially when it comes to the aesthetic traditional cultural expressions, such as poetry performance and classical Chinese poetry, which is difficult to achieve vivid depiction (Xu, Dowman & Griffiths, 2013). On this basis, the author consults a large amount of literature combined with his own theoretical foundation in dance teaching and achieve the integration of the teaching of dance art with the learning of traditional language culture. Through image representation, this paper explores the innovative education methods of the integration of cultural communication and dance art design.

Integration teaching method of cultural communication and dance art design

Influence of the theory of "harmony of body and mind" on art teaching

The aesthetics of dance art is an important means for the spread and promotion of dance art. Due to the poetry-like characteristics of "love, charm, mysterious and ease" and graceful flying-like pictures of the dance art and the human sculpture art that perfectly combines the space and strength, people begin to think about the

meaning of their physical and spiritual values, which is the aesthetics of dance. The proposal of the theory of "harmony of body and mind" has important guiding significance for the study of art and culture. In recent years, with the continuous improvement of China's international status, people's enthusiasm for the study of traditional culture has also increased. Especially with the beginning of "the Belt and Road", the enthusiasm for learning Chinese language in countries along the route and Eastern European countries has been increasing year by year (McCrohon & Nyland, 2016). Based on the survey data of authoritative Audis institution and the authors' analysis of relevant literature, the statistical result of the trend of the number of people learning Chinese language culture and the number of people giving up the learning due to the difficulty of Chinese language culture during the learning process (Allen, Weinrich, Hoppitt & Rendell, 2013), as is shown in Figure 1.

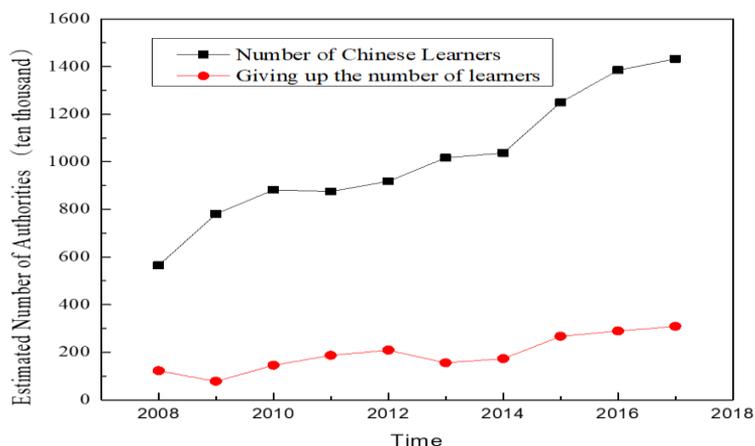


Figure 1. Number of overseas Chinese learners and interrupted learners in recent years

From the analysis of the data in Figure 1 and the current situation of dance art teaching, the number of people who are willing to learn Chinese language in foreign countries is increasing year by year. However, due to the difficulty of Chinese language itself and improper learning methods, a large number of Chinese learners abandon the learning every year. In order to achieve the wide spread the Chinese language culture, it is urgent to carry out more trials and innovations on the basis of the original learning and teaching. Based on this, the author explores the integration of Chinese language teaching with dance art teaching and then studies its feasibility.

Feasibility analysis of dance art teaching in traditional language teaching

There is no national boundary for art and the inheritance of culture does not require the limitation of national boundary. Therefore, the use of artistic forms to express traditional culture is theoretically feasible. The study of traditional language culture requires the basic skills of listening, speaking, reading and writing. Learning is relatively dull and complicated while dance, as an immaterial culture, can express the characteristics of nation, state and group activities through body movement. Chinese dance is especially colorful in this multinational country and different language styles and cultural backgrounds can all be presented in the form of dance. The

different expression forms of dance in China can be classified by statistical analysis method and the linguistic symbols in the inheritance of cultural language are analyzed. Thus, the feasible learning study content of dance art in language teaching can be classified and summarized and the conclusions are drawn, as is shown in Figure 2.

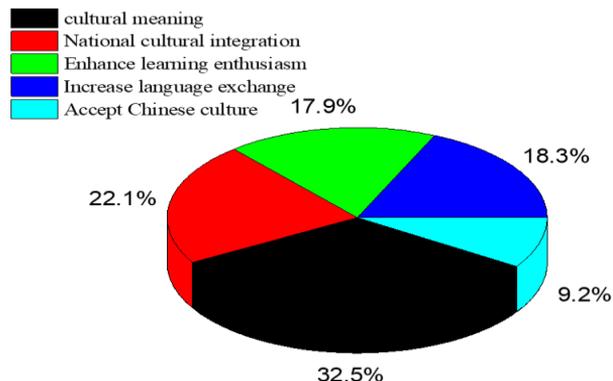


Figure 2. Feasibility analysis of dance teaching in teaching Chinese as a foreign language

Under the theory of "harmony of body and mind", the teaching of dance art can be more pertinent and persuasive. It breaks the limitation of the pleasure and self-entertainment of dance art and gives the dance art long-standing and inexhaustible vitality through the combination of body and mind. On this basis, the traditional language culture is implanted into the teaching of dance art, which allows students and dance appreciators to know more Chinese elements while enjoying the beauty, so that the teaching purpose of cultural integration in China and vividness and intuition in the international arena can be achieved.

Analysis of teaching practice results

Curriculum setting of dance art teaching and language culture communication

Table 1

Dance Art Teaching and Course Setting of Language and Culture Communication

Content	Step one	Step two	Step three
Courseware preparation	Determining dance content	Making teaching ppt	Making character cards
Classroom teaching	Learning words	Watching dance	Dance Teaching
Review after class	Dance Review	vocabulary review	Learning culture
illustration	Teachers should be patient and meticulous in teaching students every dance action, and demonstrate the description of men.		

The number, body part, movement and instruction are introduced in the education of dance art, so that it can achieve the colloquial expression during the observation and practice. However, how to set the teaching mode of the curriculum is often the focus of teaching. On the basis of the planning and organization of the learnt content and the full understanding of the students, the rules and teaching methods are explored through repeated attempts. Table 1 is the structure of curriculum setting model proposed in this paper.

Table 2

Principles of Dance Art Teaching and Course Setting of Language and Culture Communication

Catalog	Detailed course contents			
Classroom situation	Class situation	Class size	Student situation	Course time
Teaching	Teaching target	Teaching Design	-	-
Content of courses	Dance Exchange between Different Countries			
	Dancing of Learning Fusion Teaching Content			
Teaching process	Chinese character learning			
	Multiple forms of teaching			
Evaluation feedback	Combination of Questionnaire and Examination			

Analysis of actual teaching practical activities

Based on the curriculum setting mode of dance art teaching and Chinese language culture communication in Section 3.1, this paper conducts the analogy analysis of the teaching effect of different ethnic dance in South-Central University and Southwest University for Nationalities in China and that of Chinese language teaching in Lan Papani University, Indonesia, Malaysia and other countries. This practical course involves a total of 232 college students and 103 foreign primary and middle school students. The teaching curriculum design in Section 3.1 is used and the 24-hour, 12-hour and 4-hour tracking teaching is conducted. The practice results are shown in the below Figure.

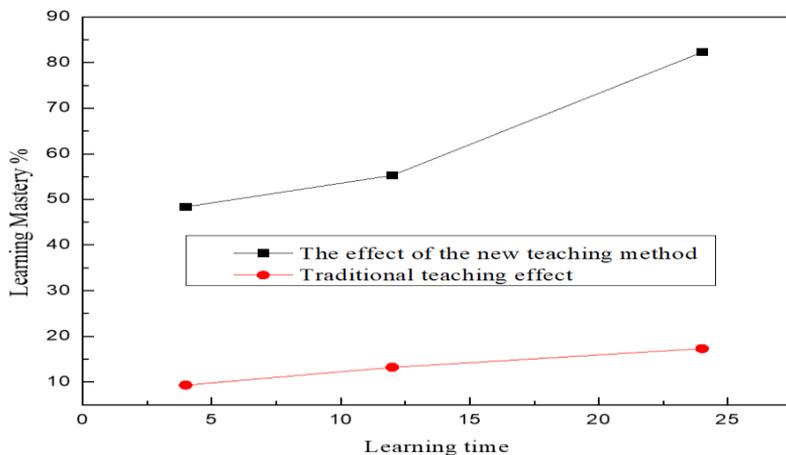


Figure 3. Contrast the effect of new and old teaching methods

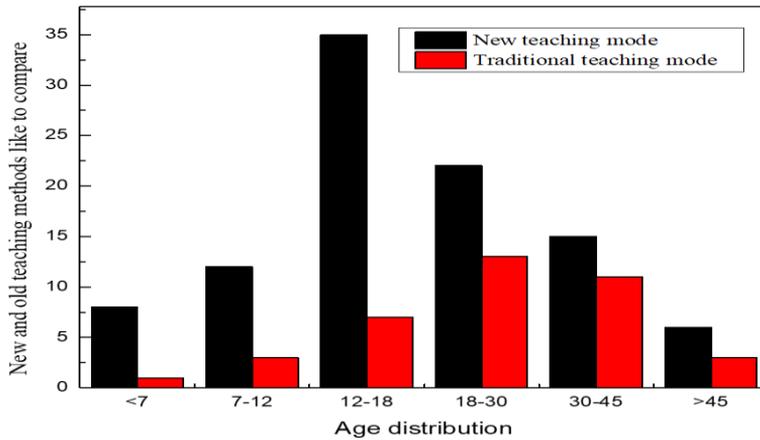


Figure 4. Acceptance of new teaching methods at different ages

It can be seen from the analysis results in Figure 4 that the introduction of Chinese language culture teaching in dance teaching is conducive to the understanding of Chinese language for minority students in domestic colleges and universities. However, since the minority in China has already contacted with the study of Chinese language culture, the courses designed are relatively easier for them, so they have better proficiency. The teaching effect of the introduction of this teaching method in the teaching of 103 primary and middle school students abroad is more obvious compared with the traditional teaching method. Especially for students who are learning Chinese language for the first time, it is easier for them to accept the combination of language culture with Chinese dance. Compared with traditional courses, the students' learning results are improved by 5.2, 4.2, and 4.8 times and students' learning interest is increased by 2.2 times. It can be seen from the communication with local dance teachers that the learning effect of Chinese language culture through the combination between language culture and local dance is generally 1.3-1.6 times higher than that of the combination between language culture and Chinese dance. Therefore, the design scheme of the teaching curriculum in this paper has practical application effect among the teaching staff involved.

Reflection and suggestion after the teaching practice

Through the description of the practice results in Section 3.2, the teaching method that combines traditional Chinese language culture and dance art based on the theory of “harmony of mind and body” have achieved certain results. However, due to the limited number of students involved in the practice teaching link, the teaching mode of this type of course still needs further exploration and continuous practice. Nowadays, the teaching of Chinese as a foreign language has received wide attention in the world and how to achieve the wide and effective spreading of traditional Chinese language and culture at home and abroad is a topic that calls for the exploration of vast educational practitioners. The author proposes the following suggestions for future teaching integration of similar courses based on the experience in teaching practice activities: the first is to achieve the combination of various forms and exert its own strengths. For example, not only can the dance be

integrated into Chinese teaching, but also in opera, painting, tea, food, etc. to spread the essence of traditional culture; the second is to adjust different modes for different students and integrate classroom elements according to students' interests; the third is to abide by the progressive principle. The learning and communication of Chinese language culture is a long and continuous promotion, including easy and difficult points, which requires us to teach students in accordance of their aptitude; the fourth is to realize the principle of advancing with the times and carry out effective cultural communication according to the needs based on different characteristics and cultural characteristics of different age groups.

Dance teaching is an aspect of Chinese culture teaching and we still have a long way to go in the spreading of Chinese culture. If the teaching curriculum of Chinese culture can be organized into a development system with practical and sustainable teaching, it will be invaluable for the educational communication of Chinese culture. In view of the above research results, the integration of cultural communication and various forms of art education will be further explored to make contributions to the development of Chinese language teaching and the spread of Chinese culture in the international arena.

Conclusion

The curriculum design ideas proposed in this paper have achieved good results in the teaching of Chinese language culture and cultural communication in the whole world. The teaching effect of the new curriculum teaching method has been improved by 2 to 4 times compared with the traditional teaching method at different ages and educational levels.

The integration of Chinese language and dance art design based on the theory of "harmony of body and mind" can be extended to the teaching process of other culture and art and the communication of Chinese language culture.

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