

Analysis of the Application of Flipped Classroom in Ethnic and Folk Dance Teaching

Jie Wang

Inner Mongolia Arts University, Hohhot, 010028, China

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Abstract: The purpose of this study is to explore the application possibility, benefits and problems of flipped classroom in folk dance teaching, and put forward corresponding solutions. This article deeply discusses the theoretical support of flipped classroom, including constructivism and blended learning theory, and describes in detail the specific strategies of implementing flipped classroom in folk dance teaching, such as task arrangement before class, classroom activity arrangement, feedback and evaluation after class, etc. At the same time, this article also discusses the advantages of flipped classroom in folk dance teaching, including improving students' learning autonomy, enhancing classroom interaction effect and promoting personalized learning. Flip-over classroom shows obvious advantages and potentials in the teaching of ethnic and folk dance, but at the same time it also encounters challenges such as the difference of students' self-study ability, the change of teachers' roles and the preparation of teaching resources. In view of these problems, this article puts forward some countermeasures, such as strengthening the cultivation of students' self-study ability, improving teachers' teaching skills in flipping classrooms, and optimizing the design and production of teaching resources, in order to promote teaching innovation.

1. Introduction

Flipped classroom is a new educational concept, which is gradually emerging in modern education [1]. It breaks the traditional teaching mode of "teaching before practicing", advocates "learning before teaching", and emphasizes that students master basic knowledge through autonomous learning before class, and more interactive discussions and in-depth explorations are carried out in class [2]. This teaching mode improves students' learning initiative, and also greatly enhances the interactivity and interest of the classroom, making teaching more in line with students' learning needs and cognitive rules [3].

In the teaching process of folk dance, the traditional teaching methods mainly rely on teachers' demonstration and students' imitation [4]. This method is monotonous, which leads to students' low enthusiasm for participation, which is not conducive to stimulating their innovative spirit and expressive force [5]. Because folk dance bears rich cultural significance and local characteristics, the old teaching mode often can't effectively excavate and transmit these precious cultural wealth. In view of this, the folk dance teaching urgently needs an innovative teaching mode to change the status quo and improve the teaching quality [6]. Under such demand, this article puts forward an innovative idea of applying flipped classroom to folk dance teaching. Flip-over class allows students to use videos and materials for self-study before class to master the basic movements and skills of dance, while class time is used for choreography, creation and performance of dance. This can improve students' participation and creativity. This teaching method can enhance students' dance skills, at the same time, let them understand the cultural essence of folk dance more deeply, and promote the inheritance and development of culture.

The research goal of this article is to explore the applicability, advantages and possible challenges of flipped classroom in folk dance teaching. We will deeply analyze the actual effect of flipped classroom in folk dance teaching, aiming at providing valuable reference for the reform and innovation of folk dance teaching.

2. The theoretical basis of flipped classroom and the characteristics of folk dance teaching

As an innovative teaching method, the academic foundation of flipped classroom is solid and diverse, especially constructivism and blended learning theory [7]. Constructivist learning theory advocates taking students as the learning center, and regards learning as a process of actively building knowledge, rather than passively absorbing information. In the flipped classroom mode, students actively explore new knowledge through self-study before class, form initial cognition, and then interact with teachers and classmates in class to further consolidate and expand their knowledge structure [8]. Blended learning combines the advantages of online and offline teaching, making the learning style more flexible. Flip-over classroom skillfully uses this feature to promote students' preview through online resources, while offline classroom focuses on practice, discussion and collaboration, which effectively promotes students' active learning and collaboration ability. The academic foundation and core theory of flipped classroom are shown in Figure 1:

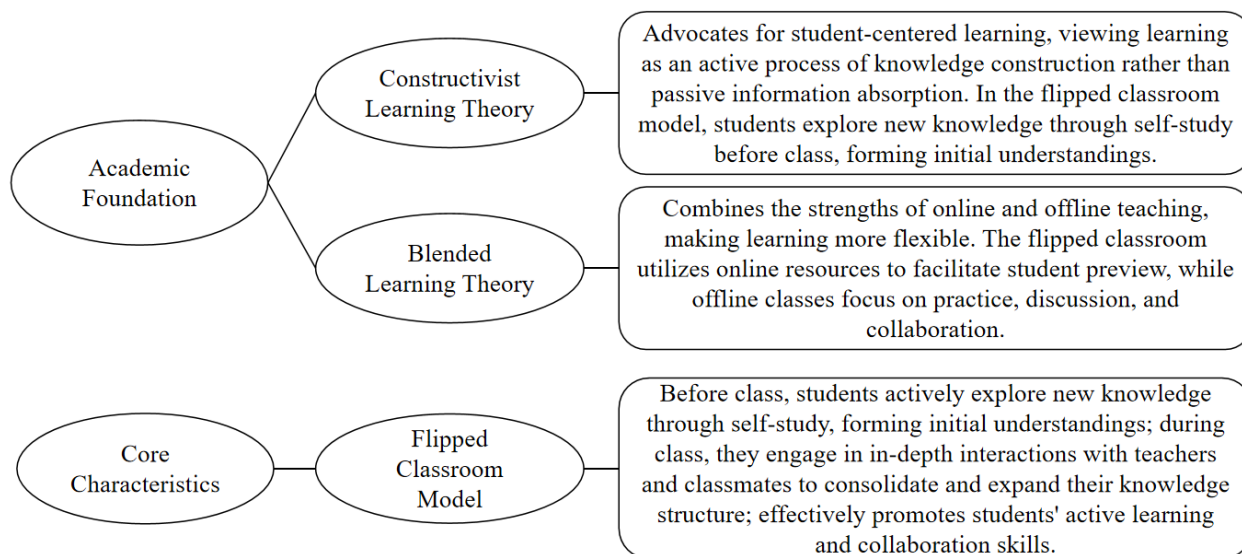


Figure 1 Flip the academic foundation and core theory of classroom.

As a key field of art education, folk dance teaching has its unique skill inheritance and cultural diversity. The special feature of skill inheritance is that it requires students not only to master dance movements, but also to deeply understand its cultural connotation and aesthetic value [9]. Cultural diversity requires that folk dance teaching should consider the cultural characteristics of different regions and implement personalized teaching.. The active learning advocated by flip class can enable students to study the cultural background of dance more deeply and understand its deep meaning. Collaborative learning provides a stage for students to share different cultural perspectives and promotes cultural exchange and integration.

The application prospect of flipped classroom in folk dance teaching is broad. Before class, students can use video tutorials and online resources to teach themselves the basics of dance, laying a solid foundation for classroom activities. In the classroom, teachers don't need to spend a lot of time demonstrating and explaining basic movements, but can guide students to dance creation, performance and cultural exploration. This teaching mode can significantly improve teaching efficiency and greatly stimulate students' interest and creativity. The enhancement of classroom interaction also helps students better appreciate and appreciate the dance culture of different regions, and promotes the inheritance and development of folk dance.

3. The implementation strategy and advantages of flipped classroom in the teaching of folk dance

The flipped classroom mode is adopted in the teaching of folk dance, which requires teachers to carefully plan homework before class, arrange classroom activities efficiently, and ensure timely feedback and evaluation after class. Before class, teachers should design preview tasks that are both

instructive and interesting according to the syllabus and objectives. For example, watch dance tutorial videos, read relevant cultural materials, and try to imitate basic movements. The purpose of these tasks is to arouse students' enthusiasm for learning, encourage them to actively explore dance knowledge and lay the foundation for classroom learning. In the classroom, teachers should make full use of students' preview results and carry out diversified teaching activities. For example: group discussion, collaborative choreography, performance display, etc. These activities can deepen students' understanding of dance skills, promote their communication and cooperation, and improve the efficiency of classroom interaction. After class, teachers should immediately collect students' feedback, evaluate the teaching results, and adjust the teaching methods according to the evaluation results to ensure the continuous optimization of teaching.

The advantages of flipped classroom in folk dance teaching are remarkable, as shown in Table 1.

Table 1 Detailed Table of Advantages of Flipped Classroom in Ethnic and Folk Dance Teaching

Advantage Aspect	Specific Content
Pre-class Assignment Design	Stimulates enthusiasm for learning and encourages students to actively explore dance knowledge
	Pre-class tasks are instructive and interesting, such as watching dance tutorial videos, reading cultural materials, etc.
	Lays a solid foundation for classroom learning and improves classroom learning efficiency
Classroom Activity Arrangement	Diverse activities, such as group discussions, collaborative choreography, performance showcases, etc.
	Deepens students' understanding of dance techniques and promotes skill mastery
	Promotes communication and cooperation among students and enhances teamwork abilities
	Enhances classroom interaction efficiency and makes students more actively participate in classroom activities
Post-class Feedback and Evaluation	Collects student feedback in a timely manner to understand teaching effectiveness and learning needs
	Objectively evaluates teaching outcomes and provides a basis for teaching improvement
	Adjusts teaching methods based on evaluation results to ensure continuous optimization and improvement of teaching
Comprehensive Advantages	The flipped classroom model comprehensively improves the effectiveness of ethnic and folk dance teaching
	Stimulates students' interest in learning and enhances their learning initiative and enthusiasm
	Promotes the deep integration of knowledge and skills and enhances overall dance literacy
	Strengthens teacher-student interaction and fosters a harmonious teaching atmosphere

These advantages have been verified in practical application. Taking a folk dance teaching class as an example, after the flip class was implemented, students' learning enthusiasm was significantly improved. They actively explored the deep meaning of dance culture and actively participated in classroom discussions and performances. Teachers have also observed that the classroom time has become more substantial and efficient, and can guide students to improve their dance skills and cultural understanding more deeply. Through after-class feedback and evaluation, teachers adjusted teaching strategies in time, making teaching closer to students' needs and expectations. These changes fully demonstrate the effectiveness and advantages of the flipped classroom in the teaching of folk dance.

4. The application challenges and countermeasures of flipped classroom in the teaching of folk dance

Although the application of flipped classroom in folk dance teaching has brought many educational innovations, it is also accompanied by some challenges. The details are as follows:

The difference between students in autonomous learning ability is a significant problem. In view of students' different basic level, study habits and self-management skills, the effect of their self-study before class is unbalanced. This situation may make it difficult for some students to keep up with the progress in class and affect the overall teaching results. In order to meet this challenge, teachers need to strengthen the cultivation of students' autonomous learning skills, guide students to gradually form good study habits and improve their self-management ability by setting clear learning objectives, providing learning strategies and establishing a feedback system.

The teacher's role transformation in the flipped classroom is also a key challenge. In the traditional teaching mode, teachers mainly play the role of knowledge transmitter. In the flipped classroom, teachers play more roles as guides, collaborators and evaluators. This change requires teachers to have higher teaching level and more flexible teaching strategies. In order to adapt to this role change, teachers should take the initiative to participate in the relevant training and learning in the flipped classroom and improve their teaching ability in the flipped classroom environment. At the same time, teachers should master how to design effective pre-class learning tasks, organize efficient classroom activities and implement timely after-class feedback and evaluation.

The preparation of teaching resources is also an important problem in the application of flipped classroom in folk dance teaching. In order to ensure that students can carry out effective self-study before class, teachers must prepare sufficient and high-quality teaching resources. Such as instructional videos, online courses and learning materials. The production and arrangement of these resources need a lot of time and energy, which puts forward higher requirements for teachers' professional ability and technical level. In order to solve this problem, teachers can seek the help of professional teams to jointly develop flipped classroom resources suitable for folk dance teaching. Teachers can also use the existing network resources and platforms to screen and optimize high-quality teaching content to meet students' learning needs.

To sum up, although there will be many challenges in the application of flipped classroom in folk dance teaching, as long as we adopt appropriate strategies, we are confident to give full play to the potential of flipped classroom and improve the effect and quality of folk dance teaching. These strategies include strengthening the cultivation of students' autonomous learning ability, improving teachers' ability to flipped classroom teaching, and optimizing the design and production of teaching resources.

5. Conclusions

The application potential of flipped classroom in the field of folk dance teaching is great. Using this teaching mode, we can significantly improve students' autonomous learning ability and participation, and also enhance classroom interaction to help students understand the cultural essence of folk dance more deeply. With its unique teaching concept and means, Flip Class has injected fresh blood into the teaching of folk dance, highlighting its importance and influence in educational reform. It breaks the limitation of traditional teaching and creates a more flexible and diverse teaching and learning environment for teachers and students.

Looking forward to the future, the application of flipped classroom in folk dance teaching still has broad exploration space and research potential. For example, explore how to design pre-class learning tasks more effectively to better adapt to students' cognitive process and learning needs. This article studies how to strengthen the planning and implementation of classroom activities in order to improve the effectiveness of interaction and teaching quality. This article discusses how to build a more scientific and comprehensive evaluation system to accurately reflect students' learning achievements and progress. These studies will help us master the application mechanism of flipped classroom in folk dance teaching more comprehensively, and provide a solid theoretical basis and

practical guidance for its wide adoption.

To sum up, the application of flipped classroom in folk dance teaching is an educational innovation with long-term significance. It can improve the teaching effect and promote the inheritance and development of folk dance culture. We firmly believe that with the deepening of future research, the flipped classroom will show more bright spots and potential, and bring a brighter tomorrow to the teaching of folk dance.

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