

The three-dimensional teaching construction of Dunhuang's "flying image" in dance appreciation class

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Abstract: With the continuous development of culture and art and the deepening of education reform, dance education plays an increasingly prominent role in cultivating all-round talents. As an outstanding representative of ancient Buddhist art in China, Dunhuang's "flying image" contains profound cultural connotation and aesthetic pursuit, and is a treasure in the treasure house of Chinese art. This paper aims to explore the three-dimensional teaching construction strategy of Dunhuang's "flying image" in dance appreciation class, so as to inject new vitality into dance education and cultivate students' aesthetic quality and cultural heritage consciousness. This paper expounds the multi-dimensional design of teaching content in detail. This includes integrating the historical origin and cultural connotation of Dunhuang's "flying image" into the classroom; Put forward the three-dimensional innovation of teaching methods; It also emphasizes the perfection of teaching evaluation system, and comprehensively evaluates students' learning achievements through various evaluation indicators. Through the three-dimensional teaching construction, students can fully understand the rich connotation of Dunhuang's "flying image", stimulate their interest and enthusiasm in learning, and improve their aesthetic quality and cultural heritage awareness.

1. Introduction

In the vast ocean of art, the "flying image" of Dunhuang Mogao Grottoes is like a bright pearl, shining with unique light [1]. These elegant, agile and graceful images are outstanding representatives of ancient Buddhist art in China, and they are also treasures in the treasure house of Chinese culture [2]. With the development of the times, how to integrate this traditional art treasure into modern education, especially the dance appreciation course, has become a topic worthy of discussion [3]. The purpose of this paper is to explore the three-dimensional teaching construction of Dunhuang's "flying image" in dance appreciation class, and to inject new vitality into dance education and cultivate students' aesthetic quality and cultural heritage consciousness by deeply excavating its historical origin, cultural connotation and close connection with dance art.

Dunhuang's "flying image" originated from the ancient Indian Buddhist art, and then merged into China culture with the eastward spread of Buddhism, and finally got the ultimate display in Dunhuang Mogao Grottoes [4]. These images are usually depicted as gods flying freely in the sky, with light posture and fluttering clothes, holding various musical instruments or flowers, which symbolizes auspiciousness, peace and beauty [5]. They embody the worship and yearning of ancient artists for supernatural power, and contain profound cultural connotation and aesthetic pursuit [6]. By studying the historical origin of Dunhuang's "flying image", we can trace the track of its artistic evolution, feel the charm of ancient culture and appreciate the artistic wisdom of the Chinese nation.

Dunhuang's "flying image" has an indissoluble bond with dance art [7]. Their graceful dancing and elegant demeanor provide a rich source of inspiration for dance creation. Many dancers draw inspiration from "flying image" and integrate it into their own works, creating a series of excellent dances with strong national characteristics and profound cultural connotations [8]. The aesthetic concept and artistic spirit contained in Dunhuang's "flying image" have also had a far-reaching impact on the development of dance art. It emphasizes the beauty of rhythm, form and artistic conception of dance, and pursues the harmony and unity of dance with music, painting and other

artistic forms. Introducing Dunhuang's "flying image "into the dance appreciation course will help students better understand and appreciate the dance art, stimulate their creative inspiration and cultivate their artistic innovation ability and aesthetic appreciation.

2. Dance appreciation class teaching status and three-dimensional teaching concept

At present, dance appreciation course occupies a place in the field of higher education and art education, but its teaching status still has some shortcomings [9]. Figure 1 specifically shows the shortcomings of the current situation of dance appreciation teaching:

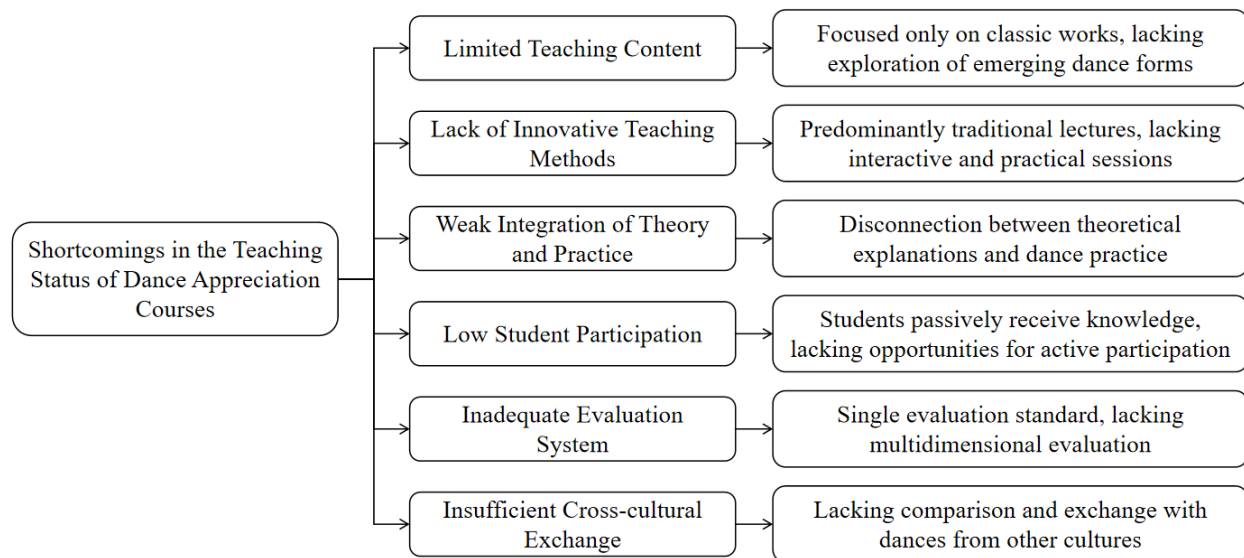


Figure 1 Shortcomings in the Teaching Status of Dance Appreciation Courses

As shown in Figure 1, the previous teaching focused on the introduction and analysis of dance works, lacking the cultivation of students' aesthetic ability and innovative thinking. In class, teachers generally play a leading role, while students passively accept knowledge and lack sufficient opportunities for interaction and participation. The teaching content is limited to classic dance works, and there is a lack of discussion on emerging dance forms and cross-border fusion art. This single teaching content and traditional teaching methods are difficult to stimulate students' interest in learning and meet their diversified learning needs.

Three-dimensional teaching concept is a brand-new teaching mode. It emphasizes multidisciplinary integration, multi-dimensional presentation and interactive learning. In three-dimensional teaching, teachers are no longer just imparting knowledge, but guides and partners of students' learning. Students take the initiative to build a knowledge system and cultivate innovative thinking and practical ability through participation, practice and inquiry [10]. Three-dimensional teaching pays attention to the richness and diversity of teaching content, and emphasizes the cross-border integration of art and technology, culture and society, so that students can understand dance art in a broader field of vision. Three-dimensional teaching also pays attention to the innovation and interaction of teaching methods, and stimulates students' interest and enthusiasm in learning through group discussion, case analysis and project practice.

Applying the three-dimensional teaching concept to dance appreciation class has broad application prospects and far-reaching significance. Three-dimensional teaching can break the shackles of traditional teaching, make dance appreciation class more lively and interesting, and stimulate students' interest and participation in learning. Through multi-disciplinary integration and multi-dimensional presentation, students can more comprehensively understand the historical background, cultural connotation and aesthetic characteristics of dance art, and cultivate their comprehensive literacy and aesthetic appreciation. Three-dimensional teaching also focuses on cultivating students' innovative thinking and practical ability, encouraging them to put forward their own opinions and creativity in the process of dance appreciation, and injecting new vitality into the

innovation and development of dance art. Based on the above, this paper holds that the application prospect of three-dimensional teaching in dance appreciation class is very broad, which is expected to bring new changes and development to dance education.

3. The three-dimensional teaching construction strategy of Dunhuang's "flying image "in dance appreciation class

3.1. Multi-dimensional design of teaching content

When constructing the three-dimensional teaching system of Dunhuang's "flying image "in dance appreciation class, we should first pay attention to the multi-dimensional design of teaching content. For example, Table 1 gives the multi-dimensional teaching contents that should be paid attention to when constructing the three-dimensional teaching system of Dunhuang's "flying image "in dance appreciation class.

Table 1: Content Design of the Three-Dimensional Teaching System for Dunhuang "Flying Apsara" in Dance Appreciation Courses

No.	Dimension of Teaching Content	Specific Content
1	Traditional Dance Works Appreciation	Presentation and analysis of classic dance works featuring Dunhuang "Flying Apsara"
2	Historical Origin and Cultural Connotation	The origin, development, and the cultural stories and artistic value behind the "Flying Apsara" image
3	Artistic Style and Expression Form	Analysis of the movements, postures, and expressions of the "Flying Apsara" in dance
4	Integration of Modern Technology	Experiencing the magnificent scenes of Dunhuang murals using virtual reality and augmented reality technology
5	"Flying Apsara" Dance Practice	Combining the learned content, practicing and creating dance excerpts featuring the "Flying Apsara" image

In addition to the appreciation of traditional dance works, we should include the historical origin, cultural connotation, artistic style and its manifestations in different dance works in the teaching content. By telling the origin and development of "flying image", let students know the cultural story and artistic value behind it; By analyzing the movements, postures and expressions of "flying image" in dance, students can appreciate its unique artistic charm. We can also combine modern scientific and technological means to let students feel the magnificent scene of Dunhuang mural, and understand the application of "flying image" in dance art more deeply.

3.2. Three-dimensional innovation of teaching methods

The three-dimensional innovation of teaching methods plays a vital role in showing Dunhuang's "flying image "comprehensively and deeply in the dance appreciation class. In order to achieve this teaching goal, teachers need to skillfully integrate various teaching methods and construct a multi-dimensional and all-round teaching system. Teachers can first introduce the historical origin, artistic features and cultural connotation of "flying image" systematically and vividly by using the teaching method, so as to build a solid knowledge framework for students. Then, by organizing class discussion, students are encouraged to speak actively and share their unique views and deep feelings about "flying image", so as to stimulate new inspiration and cognition in the collision of thinking.

In addition to theoretical teaching, practical links are also indispensable. Schools can carefully plan field trips, lead students to visit historical sites such as Dunhuang Mogao Grottoes, and watch those lifelike "flying" murals at close range. This kind of immersive experience can make students feel the artistic charm of "flying image" intuitively, and at the same time deepen their understanding and recognition of Chinese traditional culture.

With the rapid development of information technology, online teaching has become an important part of three-dimensional teaching methods. Teachers can make full use of the network platform

and rich online resources to carry out online lectures, interactive questions and answers, virtual exhibitions and other forms of teaching activities. These online teaching methods break the limitation of time and space, provide students with more flexible and diverse learning methods, and further broaden their learning horizons and channels. Through the combination of online and offline teaching mode, the three-dimensional teaching of Dunhuang's "flying image "can be truly realized, and this splendid cultural treasure can take root in the hearts of more young people.

3.3. Perfection of teaching evaluation system

In order to ensure that the three-dimensional teaching effect of Dunhuang's "flying image "in dance appreciation class is fully reflected, we must build a comprehensive and meticulous teaching evaluation system. This evaluation system should not only be limited to the investigation of students' knowledge mastery, but also cover many dimensions such as skill application and aesthetic literacy, as shown in Table 2, so as to evaluate students' learning achievements in an all-round and multi-angle way.

Table 2: Evaluation System for the Three-Dimensional Teaching of Dunhuang "Flying Apsara" in Dance Appreciation Courses

No.	Evaluation Dimension	Specific Evaluation Content	Evaluation Method
1	Knowledge Mastery	Understanding and memory level of historical and cultural knowledge related to Dunhuang "Flying Apsara"	Written test, oral test, online quiz
2	Skill Application	Ability to imitate and create dance movements, postures, and expressions of "Flying Apsara"	Practical performance, creative assignments
3	Aesthetic Literacy	Perception and appreciation ability of the artistic charm of "Flying Apsara" dance	Aesthetic appreciation report, classroom discussion
4	Overall Performance	Participation and teamwork spirit in classroom discussions and practical activities	Teacher observation, peer evaluation
5	Innovative Thinking	Novel ideas and unique expressions in the creation of "Flying Apsara" dance	Creative work showcase, idea presentation
6	Cultural Heritage Awareness	Understanding of the cultural value of Dunhuang "Flying Apsara" and willingness to transmit it	Cultural heritage project, oral report

Through such a comprehensive evaluation system, we can understand students' learning situation more accurately and find out their problems and deficiencies in the learning process in time. According to the shortcomings, teachers can adjust teaching strategies and methods in time, improve teaching effect and quality, and make the three-dimensional teaching of Dunhuang's "flying image "in dance appreciation class more vivid and effective.

4. Conclusions

This study deeply analyzes how to construct the all-round teaching mode of Dunhuang's "flying image "in the course of dance appreciation. This paper introduces in detail the diversified design of teaching content, the three-dimensional innovation of teaching means and the optimization of evaluation system, which provides a brand-new perspective and path for the teaching innovation of dance appreciation course. In the design of teaching content, this paper focuses on introducing the profound connotation of Dunhuang's "flying image "into the classroom, so that students can fully grasp its historical background, cultural significance and artistic style. In view of teaching methods, we advocate the comprehensive use of diversified teaching strategies, including on-the-spot investigation, interactive discussion and online teaching, so as to arouse students' enthusiasm and participation in learning. At the same time, this paper is also committed to improving the evaluation system and comprehensively measuring students' learning effectiveness through comprehensive evaluation standards.

In order to further optimize the all-round teaching of Dunhuang's "flying image "in dance

appreciation class, this paper suggests strengthening teacher training and improving teachers' professional level and teaching skills; And increase cooperation with relevant institutions to create more opportunities for students to study and practice on the spot. In addition, we can explore new ways of online teaching, such as using virtual reality technology to reproduce Dunhuang murals, so that students can experience the charm of "flying image" even at home. Through these improvement measures, we are confident that we can effectively promote the teaching reform of dance appreciation course and make contributions to cultivating dance talents with aesthetic ability and cultural heritage consciousness.

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