

Application of PBL Teaching Mode in Music and Dance Compilation in the Flourishing Tang Dynasty

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Abstract: Music and dance in the flourishing Tang Dynasty reflected the flourishing times in Chinese history to a certain extent. At that time, both in the cultural field and in the music culture, they presented extraordinary splendor. In this paper, the PBL teaching mode was applied to music and dance compilation in the flourishing Tang Dynasty, thus achieving better teaching effect with more scientific and reasonable teaching mode. After studying the connotation of PBL teaching mode and combining the specific characteristics of music and dance compilation in the flourishing Tang Dynasty, the conclusion that PBL teaching mode should be applied to music and dance compilation in the flourishing Tang Dynasty was drawn. This is helpful to improving modern students' understanding of music and dance in the flourishing Tang Dynasty and is also conducive to improving their ability to create music and dance.

1. Introduction

PBL (Project-Based Learning) is an inquiry-based learning mode which takes students as the main body, questions as the starting point, project work as an important link and combines knowledge acquisition with knowledge application. It is a hot issue that educators have been paying attention to, applying and studying in recent years. PBL emphasizes attaching learning to complex and meaningful project situations. In this model, learners can complete the design and production of appropriate projects in the form of individual or group cooperation, so as to learn and consolidate the theoretical knowledge hidden behind the project, and improve the ability of solving practical problems, autonomous learning, cooperative learning and lifelong learning. This mode is more in line with the needs of the teaching environment of music and dance compilation in the flourishing Tang Dynasty, and can achieve better teaching effect.

2. The Connotation of PBL Teaching Model

2.1. Project-centered teaching activities

PBL is a teaching activity organized by teachers and students through a complete project. Generally speaking, teaching activities mainly include four stages: project design; project planning; project organization, implementation, and project evaluation; reflection and summary [1]. The first step of PBL is that students determine reasonable and self-developing thematic items under the guidance of teachers. The design and selection of the project should be inspiring in accordance with the interests, specialties and needs of the students. Therefore, the project tasks determined by project establishment should be practical and application-oriented. In this way, students can feel the value of the project, and then improve the initiative and enthusiasm of learning. After choosing the project, students need to make clear their requirements and work out feasible plans under the guidance of teachers [2]. Through the formulation of the plan, students' ability of self-creation and self-management will be effectively exercised and improved.

2.2. Multiple interactive subjects

The internal condition for students to have creative spirit is the freedom of mind, while the external condition is the democracy of teaching. Therefore, creating a democratic and equal

learning atmosphere is the necessary prerequisite for the effective implementation of project teaching, and is also the necessary basis for students to form innovative spirit and practical ability. There are many forms of interaction in PBL classroom, including the interaction between dominant teachers and students as the main body, and the interaction among students as the same main body of learning. In a word, there is a multidimensional interaction between teachers and students, students and students [3]. From figure 1 (S for students, T for teachers), it can be seen that the interaction between teachers and students is multidimensional. PBL classroom teaching is constantly full of multi-dimensional interaction between teachers and students, and teachers and students become equal participants and exchangers of different views. Between teachers and students, between students and students and between individuals and groups, either party can be the sender of information, as well as the recipient and processing of information [4]. Compared with the traditional single teaching method, PBL teaching mode clearly demonstrates students' principal position, which plays an important role in cultivating students' awareness of communication, cooperation, competition and innovation.

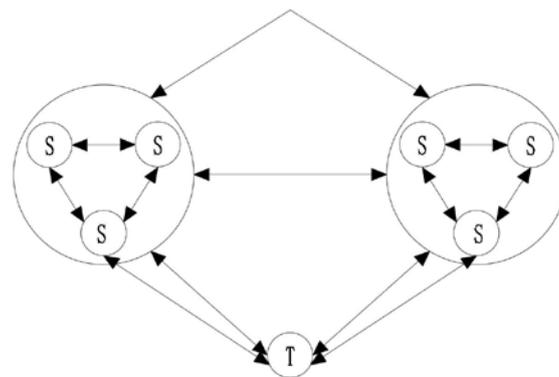


Fig.1. PBL multidimensional interactive graph

2.3. Multidimensional interactive contents

Students have different cognitive abilities and experience backgrounds because of their individual differences. In PBL classroom teaching, teachers and students are interwoven with rich resources and information, and there are multi-dimensional interactive contents. From the perspective of teaching contents, there are multi-dimensional interactive contents between teachers and students [5]. This multi-dimensional interaction includes not only knowledge and skills, but also emotional and attitudinal levels, as well as practical level of communication. The problems in reality are complex, which requires students to construct their own comprehensive cognitive system. For a long time, teachers often pay more attention to the mastery of curriculum knowledge in practical teaching. Relatively speaking, in the classroom, the development space for other intelligent is weak, which is very harmful to the development of students' creativity and practical ability [6]. From the perspective of interactive content sources, PBL teaching has a wide range of sources of information. This rich information comes not only from teachers and students, but also from knowledge in curriculum materials, as well as extracurricular life experience and so on. This open and dynamic information source transforms the limited physical space of classroom into an expanding and infinite resource space. In PBL classroom teaching, students' interaction in practice, cognition and emotion stimulates their active development. The constant collision of multi-dimensional ideas is conducive to expanding the breadth of students' thinking.

2.4. Multiple intelligent evaluation system

The evaluation system of PBL is guided by the theory of multiple intelligence. With the new concept of intelligence, it provides a diversified perspective for students' evaluation. In the concrete design and implementation of the evaluation content, two gauges, curriculum and intelligence, should be considered. Students must master information, content, concepts and materials. From a neurological point of view, it is impossible to design a single intelligence evaluation task. The human brain is not connected in a single intelligent way at all. We should try to incorporate multiple

intelligence into project tasks, because all intelligence of normal people work together in a relatively harmonious way [7]. In short, in the evaluation process of project teaching, it is not only necessary to evaluate students' knowledge mastery and classroom performance, but also to give students an opportunity to explain, elaborate, prove or defend their achievements (including their works). In this way, the teaching work can be improved in the evaluation, and the comprehensive quality of students can be effectively developed in the evaluation.

3. Application of PBL Teaching Model in Music and Dance Compilation in the Flourishing Tang Dynasty

3.1. Dynamic teaching

In the project teaching of music and dance compilation in the flourishing Tang Dynasty, the teaching process consists of the dynamic process of teachers' and students' learning, as well as the process of interaction and mutual development between teachers and students. Teaching and learning is a coordinated and unified process. In project teaching, teaching and learning are dialectical and harmonious unity. They are not only the process of teachers' professional development, but also the process of students' all-round development. Teaching and learning are the process of changing roles. In the process of project teaching, the nature of communication determines the continuous change of teaching and learning roles. Teaching and learning is an interactive process. Both teaching and learning are in an open state and interact with people in communication at any time. Therefore, the teaching process in PBL classroom is uncertain. The teaching process is carried out along the main line of "setting up projects - making project plans - implementing project activities - producing project works - displaying project works - project evaluation" [8]. However, the development of these links is not unchanged. They are circular, and they are connected and influenced by each other. The elements in each link are dynamic, and the elements in each link interact with each other.

3.2. Communicative teacher-student relationship

PBL in the Tang Dynasty music and dance compilation classroom not only has the current physical knowledge, but also implicit ideological and emotional factors. In the unconscious, they constantly influence students' values. In PBL classroom, the interaction between teachers and students, students and students, individuals and groups is the basic form of the existence and coordinated development of teaching. Communication is a significant feature of PBL-based teaching mode, which is different from other teaching modes. The creation of music and dance requires strong interaction between teachers and students. The communicative characteristics of teacher-student relationship are as follows:

The relationship between teachers and students is democratic and equal. The establishment of democratic and equal relations between teachers and students symbolizes the establishment of students' subjective status. It is in this democratic and equal learning environment that students can correctly implement project-based learning and fully express their views. There is fusion of vision between teachers and students. In the project teaching classroom, there is communication and supplement between teachers and students, students and related information, which includes not only the communication of resources needed to complete the project, but also the exchange of academic ideas. There are other forms of visual fusion in the classroom. There is a learning community between teachers and students. Project teaching emphasizes learner-centered and group collaborative learning, which is a practical teaching mode [9]. There are many learning communities in the process of teaching, including the community of some students (learning group), the community of many learning groups and the community of teachers and all students. These different forms of community provide academic, cognitive and communication support for students' project learning. Academic support refers to teachers' participation in students' project learning and students' communication activities and offer of necessary learning guidance.

3.3. Open teaching resources

For the PBL music and dance compilation course of flourishing Tang Dynasty, the teaching process is a combination of teaching implementation and creative generation. Teachers should combine teaching practice with learners' personality characteristics in the implementation of curriculum teaching, and carry out effective reform and development of curriculum teaching. In the project teaching classroom, teaching resources are open. In particular, there are many historical materials about music and dance compilation in the flourishing Tang Dynasty, so it is necessary to study and synthesize these materials. In the interaction with classmates and teachers, students learn much more from their surroundings than from textbooks. Teaching resources are constantly generated in the multi-dimensional interaction between teachers and students, at the same time, they are assimilated and absorbed by students in the interaction. Project teaching requires students to explore and study specific problems in social life, collect information with teaching content, make full use of network resources, media resources and human resources, and complete the project development. Activity-based teaching theory emphasizes that teachers should attach importance to classroom life and promote students' all-round development. Students' original experience is the basis and motivation of learning. The acquisition of knowledge or skills is the process of students' continuous construction of new and old knowledge. Students take the initiative to construct links with knowledge, teachers and students with a strong sense of curriculum resources and participation. It is this invisible and open teaching resources that promote the initiative and all-round development of students.

3.4. An emotional teaching atmosphere

Different teaching modes will create different teaching atmosphere. PBL teaching mode is the establishment of people-oriented concept, and it also shows its emotional characteristics. The communication between teachers and students has a strong emotional color. The compilation of music and dance in the flourishing Tang Dynasty is an artistic creation, full of emotion. In this process, teachers need to be emotionally motivated. In PBL classroom teaching, which is characterized by interactive and collaborative learning, emotional teaching atmosphere is another feature. Emotionality first manifests in teachers' respect for students' individuality and their unique experience. The emotions of teaching atmosphere are also reflected in the fact that teachers always encourage students and protect their enthusiasm and interest in learning, so that they can keep high spirits to participate in project-based learning, and build knowledge system through self-learning and collaborative learning.

4. Conclusion

Applying PBL teaching mode to music and dance compilation in the flourishing Tang Dynasty can achieve a more scientific and reasonable teaching method to achieve better teaching effect. PBL teaching is a project-centered teaching activity with multiple interactive subjects, including multi-dimensional interactive content, and a multi-intelligence evaluation system. According to the characteristics of music and dance compilation in the flourishing Tang Dynasty, dynamic teaching, communicative teacher-student relationship, open teaching resources and emotional teaching atmosphere are put forward. This research is basically a qualitative analysis, so the intelligent teaching evaluation system of PBL can be used to evaluate the teaching effect in future researches.

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