

# USING PROJECT TEACHING TO IMPROVE CHINESE TRADITIONAL DANCE SKILL FOR UNDERGRADUATE STUDENTS



**<sup>1</sup>Liao Hua, <sup>2</sup>Supaporn Srihamee and <sup>3</sup>Jittawisut Wimuttipanya**

**Bansomdejchaophaya Rajabhat University, Bangkok, Thailand**

<sup>1</sup> 240417543@qq.com

**Received: July 20, 2024; Revised : July 29, 2023; Accepted : August 25, 2023**

## Abstract

The purpose of this research was 1) to improve Chinese tradition dance skill using project teaching for undergraduate students 2) to compare students' Chinese traditional dance skill between before and after the implementation base on using project teaching. There were 33 students in the second-year for undergraduate students of the Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. those who obtained through the cluster random sampling. The research instruments involved Through practical testing 1) used as a guide for developing a learning program through learning objectives, content, guidelines for organizing measurement and assessment of learning activities, and teacher guidance. In addition, studied of concepts, theories related to the theory from documents, textbooks, and related research to create a learning management plan. 2) Practical testing. The data was statistically analyzed by mean, standard deviation, and t-test for dependent samples.

The results were found that:

1) The improvement Chinese tradition dance skill using project teaching for undergraduate students, the researcher studied the documents and related research about project teaching from many researchers and synthesized into 4 steps used for lesson plans development: 1) Determine the project, 2) Implementing the project, 3) Show case, and 4) Summary and Evaluation. The data analysis was assessment of the quality of the lesson plan according to project teaching by 3 experts, and the results are shown overall that, the suitability of the research objectives has the most suitable. After student have learned according to the lesson plans 1) Tibetan Dance; 2) Dai Dance; and 3) Northeast Yangko Dance, the result showed that, students' Chinese Traditional Dance Skill the average score after learning was 127.33 which was higher than the average score before learning was 93.96.

2) The comparison of students' Chinese Traditional Dance Skill between before and after learning using project teaching of undergraduate students. The results showed overall that, students' Chinese Traditional Dance Skill after learning higher than before learning statistically significant at the level .01.

**Keywords:** Chinese tradition dance skill, project teaching, undergraduate students

---

<sup>1</sup>Student in Curriculum and Instruction Program, Bansomdejchaophaya Rajabhat University, Bangkok, Thailand

<sup>2</sup>Assistance Professor, Dr., in Curriculum and Instruction Program, Bansomdejchaophaya Rajabhat University, Bangkok, Thailand

<sup>3</sup>Associate Professor, Dr., in Curriculum and Instruction Program, Bansomdejchaophaya Rajabhat University, Bangkok, Thailand

## Introduction

Dance is the movement of the body and movement to the rhythm of the music. It has a variety of dance styles such as Group Dance, Jazz, Ballet, Tap, Ballroom, Funk, Breakdance or traditional dances. Chinese traditional dance is an important part of Chinese dance art. Since the founding of New China, Chinese traditional dance has played an important role in promoting national culture and promoting national unity. Over the past 30 years of reform and opening, traditional dance teaching in colleges and universities has become the cradle for cultivating advanced dance practice and creative talents. The teaching of traditional dance in our country adopts the traditional teaching mode. This is the valuable experience summed up by the older generation of dance educators through in-depth research on traditional dance and long-term teaching practice. In the long-term practice of traditional dance teaching in colleges and universities, many dance educators have made many useful attempts in the teaching mode and achieved certain results. (Shao Shuai, 2017).

Traditional dances are performances that occur locally and in different areas. which may be developed adapted from local folk games It's a show to cause fun and enjoyment. and entertainment in various forms Which will look different according to the terrain, society, culture, each local can be considered a valuable cultural heritage. that the ancestors have accumulated, created and inherited. The has seen the importance of indigenous dance and proposed for the first time the establishment of a training model for traditional Chinese dance talents, which began to develop systematically and scientifically as an independent course. The unique melody, training methods, and rhythm of traditional Chinese dance techniques can effectively improve students' overall abilities, allowing for the extensive development of artistic expression in traditional Chinese dance: 1) Body coordinated ethnic dance is an artistic form of emotional expression based on the human body, which can reflect the cultural connotations of different ethnic groups. There are various elements in technical skills, such as rich and diverse body movements, varying rhythms of strength and weakness, expressive expressions, and smooth and varied composition scheduling, to create an intuitive and dynamic artistic image. 2) Training in traditional Chinese dance techniques and techniques can help comprehensively improve the comprehensive abilities of traditional dancers (Cong Shuai Shuai, 2016).

Project teaching is an important teaching mode that enhances students' learning enthusiasm, comprehensive quality, practical ability, and innovative spirit. Therefore, in education and teaching, we should actively explore and apply project-based teaching, so that students can gain more gains and grow in their learning. The application effect of project-based teaching in the teaching of sports dance elective courses in ordinary universities. Zhang xiangqian (2010) highlighted the practical importance of using project-based teaching methods (1) to greatly stimulate students' enthusiasm. It enables students to pursue specific projects with clear learning objectives and strong interest. If students are allowed to design projects that interest them. It will be able to stimulate their enthusiasm better. During the project process Students often feel a sense of happiness from success. Which can strengthen their enthusiasm for learning (2) cultivate student's various abilities, including the ability to learn by themselves ability to observe ability to act research and analytical capabilities ability to work together and help each other communication ability and communication Most project teaching needs to be completed in small groups. And most of the project implementation process involves delegating tasks. Self-learning and improving student's collaborative abilities through adequate communication, discussion, decision-making, etc. Strengthen student team awareness and cooperation ability and team awareness are basic qualities required for today's social production. Moreover, Zhu Bin (2010) emphasized that project-based teaching is the embodiment of the educational function. Project-based teaching poses a challenge to traditional teaching. Traditional teaching focuses on student intelligence. Developing intelligence by providing academic knowledge and use academic results as a criterion for evaluation Project-based teaching emphasizes the importance of cultivating It

transforms "individuals" into "social individuals" and further breaks the limits of "intelligence" by emphasizing the multiple intelligences that humans display when solving practical problems. and closely integrates multiple intelligences with reality. In addition, Zhang Xiaolin (2016) The core of project teaching is the project itself is a plan or task that the teacher and students carry out together. But it is mostly carried out by students in groups through specific measures. Teachers play a role in helping and guiding. Students in each group must complete a plan or task. Execute ideas, solve problems, or produce results within a specified time frame.

In summary, the project teaching is a student-centered teaching method. Students become protagonists in the teaching process and in the learning process, the focus must be on students being able to express themselves through actual practice. By cooperation between teachers and students. The learning process is based on the process of the student's independent formation of a system of knowledge and technical abilities. In this research, the researcher has applied using project teaching to improve Chinese Traditional Dance Skill for undergraduate students and provided dance learning for students using design project-based learning methods. This wasn't only changing the monotonous teaching methods of dance classes, but also improves student's dance skills, enhances their enthusiasm and enthusiasm for learning dance. Practical ability has played a huge role and has certain theoretical significance and practical value. It can effectively cultivate student's teamwork and personal abilities and skills.

## Research Objective

1. To improve Chinese tradition dance skill using project teaching for undergraduate students
2. To compare students' Chinese traditional dance skill between before and after the implementation base on using project teaching.

## Research Hypotheses

After the implementation using project teaching, the students' Chinese traditional dance skill has been improved obviously.

## Literature review

In the study of "using project teaching to improve Chinese traditional dance skill for undergraduate students", the researcher studied the documents concerning the following: Importance of Project teaching

The application of project teaching embodies the student-centered guiding ideology. Students are no longer passive recipients. They must actively participate in project implementation to achieve the goal. It is impossible to achieve the goal of the project only by taking learning as the goal in the project development. Only by giving full play to the skill innovation can the effect of the project teaching be guaranteed; moreover, by participating in the practice of simulation, students can acquire knowledge in the operation, construct their own knowledge and skills, and teach in the classroom. It is no longer the only way for students to improve their abilities, and the knowledge and skills students acquire in the project teaching are comprehensive, which is conducive to the combination of theory and practice. Many scholars have emphasized the importance of cooperative learning as follows.

Chang Juanjuan (2012) After the implementation of project-based teaching method, students' enthusiasm for attending classes has been improved, and students have also demonstrated their unique strengths. The atmosphere of the classroom has also been greatly improved. With the improvement of students' creative ability, students majoring in music have

found dance creative patterns corresponding to their majors. Proposed that the project teaching steps are as follows:

Step 1 Determine the project: Determining the "project" is also called the "information" stage in the "project method teaching", its main task is to complete all the preparations for the "project" and determine the project according to the preparation of the project. It mainly includes three parts: teacher preparation, student preparation, and project planning.

Step 2 making plans: Planning belongs to the planning and decision-making stage in the project teaching method, which mainly includes two stages of planning and decision-making. In Dewey's pragmatism philosophy, it is proposed that teachers guide students to make choices, and students learn by solving problems by themselves. In the planning and decision-making stage, teachers It is the guide, and the students are the executors.

Step 3 Implementation Plan: In the process of implementing the project teaching, it is required to take students as the center and carry out independent implementation. When encountering lack of knowledge during the implementation process, teachers need to supplement relevant knowledge and guide students in the whole process of project implementation.

Step 4 evaluation item: There are certain basic standards for the evaluation of project implementation, and there are four forms of evaluation, self-evaluation by students, mutual evaluation among students, evaluation by teachers to students, and evaluation by experts.

Ma Bowen (2022) The overall effect of project teaching in classical Chinese is good, and students are more interested in fresh teaching methods; Group cooperative learning is very popular among most students, effectively stimulating their language expression and interpersonal communication; Project based teaching can make students' learning more organized and easier to grasp the connections between articles. The steps for proposing project teaching are as follows:

Step 1 Determine the project: Teachers need to preliminarily establish the key words of this project-based learning of classical Chinese group reading in the teaching design stage and study the unit introduction with students before officially launching the project, to grasp the learning focus and core outline of this unit. Discuss with the students the theme of the project "Explore ancient and modern learning methods" and announce it. Afterwards, the teacher distributed the project plan blank sheet, explained the lesson plan, and emphasized the key points and disciplines of project learning.

Step 2 Make a project plan: After receiving the project proposal, students start thinking and discussing in groups. Combined with the content of the pre-class preview, grasp the important and difficult points of this project-based learning, and determine the project achievement goals to be completed by this group. Specifically, go deep into the text, explore the knowledge points of the article, expand thinking, clarify the division of labor, collect materials, and complete the writing of the project plan. Here, the author selects one group of proposals from the class and uses this as an example to discuss later.

Step 3 Project division: Students in each group carry out cooperative learning within the group according to the project schedule. Since they have done preview before, most of the students have no doubts about the basic knowledge. The members of each group are different, the learning characteristics are different, and the project plans are also different. In the class, teachers give students enough time for independent discussion, camera-guided groups that encounter difficulties, and concentrate on explaining questions that are frequently asked. Explain the art of reasoning in classical Chinese and discuss the methods of argumentation for groups that start with the argumentation of works; provide relevant reference books and extracurricular books for groups that compile articles.

Step 4 group report: The students carried out project reports, and the contents of the reports were varied, and the results were rich.

Step 5 teacher-student evaluation: The teacher distributes the group evaluation form. The students made an objective and fair evaluation of themselves and others for this project-

based learning, reflected on the problems that occurred during the joint learning of themselves and the group, and consulted the excellent group for their experience. Finally, the teacher checks for deficiencies and fills in gaps and makes a summative evaluation and some knowledge supplements.

Xiao Diyi (2022) The project teaching method can promote students' learning interest, self-confidence, self-learning ability, cooperative communication ability, comprehensive practical ability, music literacy, and other aspects. The application and implementation of project-based teaching method has promoted the efficient completion of music class semester teaching objectives. While enriching teaching forms and improving teaching efficiency, it also promotes the improvement of teachers' comprehensive literacy. Proposed that the project method teaching steps are as follows:

Step 1 Determine the project: Through appreciation, students can feel their style characteristics and be able to express them; through group cooperation and creation, students' subjective initiative, cooperation and communication skills and self-confidence can be improved, and students can participate in practical activities with a positive attitude and give full play to the project teaching method in the teaching process. It can exercise students' ability to solve practical problems independently, improve teamwork ability, and enhance their professional quality and comprehensive practical ability.

Step 2 Form a project team: Students should consider their own interests and hobbies, combine their own personality differences, and group them reasonably.

Step 3 Make a project plan: List project content, preview plan, practice plan.

Step 4 implementation project: The team leader divides the project content according to the willingness and ability of the team members. The basic theoretical knowledge part of the group study together.

Step 5 project evaluation: After the project is completed, the evaluation of the teaching price is very important. Teachers should evaluate in a timely manner, and at the same time, encourage students to evaluate each other. In a project team, the team leader should give full play to his subjective initiative and objectively evaluate the situation in the group, and at the same time guide all members of the group to conduct mutual evaluation and self-evaluation.

Xin Lu (2022) Using the project teaching method as a carrier, creative participation, research-based learning, and practical training activities are carried out. Students encounter problems that cannot be solved by themselves during the learning process and use this problem as a starting point to guide and clarify the learning theme of this lesson. In collaborative learning, they jointly raise the doubts and gradually understand the learning laws and methods of these doubts during processing. And these doubts are precisely studied through project-based teaching methods proposed that the project teaching steps are as follows:

Step 1 Determine the project: As the beginning link of the entire project process, this link is the beginning of the project process and is very important. The determination of the project topic should be based on the latest version of the text curriculum standards, combined with daily life, and ingeniously connected with the students' hobbies and learning foundation. The total tasks are combined according to project tasks, project objectives, project content, course requirements and language knowledge modules.

Step 2 makes a project: After the project topic is determined, in the second stage, teachers should divide students into multiple groups according to the division criterion of "mutual quality between groups and heterogeneity within groups", Appoint a team leader according to the learning situation. Then, the teacher disassembles and divides the overall task of the project according to the teaching content, and refines each module, so that the team members in the project team can clearly grasp the direction and task objectives of this study, and finally organize and integrate the above contents to form a project plan. Arrange to follow up on progress.

step 3 implementation project: After formulating the overall project plan, the next stage is to implement the plan. As a key step in the entire project plan, teachers should focus on how to improve students' interest in actively exploring knowledge and further stimulate students' enthusiasm for learning in the classroom. A harmonious learning atmosphere can enhance the interaction between teachers and students, and the project team will also strengthen interaction and collaboration on the same project task objectives, jointly explore the required information, and complete the target tasks within the specified time with quality and quantity.

step 4 Showcase: After completing the project tasks, the project team needs to show the tasks completed by this group to other groups of students. At this stage, the teacher needs to build a platform for students to communicate with each other. Students can use different ways to display, such as drama. There are many other ways such as performances, PPT presentations, and storytelling. When students show their works, teachers should focus on the key points of the show, control the order of the classroom, and listen to and learn from other students' shows with students. After the show is over, teachers can share their shortcomings and advantages, and select excellent groups, to provide the required materials for the next stage of project evaluation.

step 5 evaluation item: This link is to test the learning situation, and to evaluate the learning results in a variety of ways from multiple dimensions and methods, to evaluate the learning process of students more comprehensively. In the evaluation link, the teacher can directly evaluate the students according to the classroom situation or establish an evaluation mechanism among the students to evaluate each other, and students can also self-evaluate according to the situation they have mastered.

Yin Hang (2022) The implementation progress of project-based teaching method in interdisciplinary fields has been ensured, and there has been no situation where the teaching method and curriculum teaching are difficult to match. During the implementation, the teaching objectives have been achieved and students' autonomous inquiry learning process has been achieved. At the same time, students can also learn professional knowledge and skills from project-based teaching classrooms. proposed that the project teaching steps are as follows:

Step 1 Determine the project: Explore the practical process of the project teaching in the classroom, verify the application effect of the project teaching method in the professional course of accounting affairs through the research and practice process, analyze the advantages and disadvantages of the project teaching method, and promote the combination of teaching theory and practice.

Step 2 Implementation Plan: The entire teaching implementation process is carried out in three stages: before project implementation, during project implementation, and after project implementation.

Step 3 Showcase: After the group cooperation discussion of one class hour, the group speakers of the 11 groups will present the group conclusions and explain the group's problem-solving ideas in the class. After the students' presentation, comment on the problems in the students' thinking, and emphasize the knowledge points that the students have doubts about in the discussion session.

Step 4 evaluation item: The first is student self-evaluation. Student self-evaluation is to allow students to reflect on their learning attitudes in project cooperation and to resolve misunderstandings in project thinking. It can help students think about their own learning process and better grasp learning methods in future studies. The evaluation starts from the three aspects of cooperative learning, learning effectiveness and inquiry ability.

These studies indicate that project-based teaching contributes to knowledge sharing and communication, improving learners' learning outcomes. It also cultivates learners' teamwork and social skills. In addition, project-based teaching improves learners' active learning ability, and the interaction between learners in project-based teaching stimulates innovative thinking. Finally, project-based teaching helps to create a positive learning

atmosphere and learning community. In short, project-based learning plays a crucial role in the education and learning process and has a positive impact on the overall development and growth of learners.

## Importance of Chinese Traditional Dance Skill

Traditional Chinese dance is closely related to art such as music, sculpture, and painting. It uses beautiful body movements as language to shape images and reflect social life. Dance movements are highly beautified and standardized movements with strict standardization, emphasizing rhythm and rhythm, and are not easily mastered. Dance skills are an important part of learning dance. Through systematic and scientific learning and strict and standardized training, students can achieve the physical fitness requirements required for dance in terms of flexibility, soft opening, and physical flexibility. It helps to cultivate students' good posture and elegant temperament, laying a solid foundation for future dance learning.

Peng Hui (2007) "On the Cultivation of Dance Performance Ability of Music Majors in Higher Vocational Colleges" believes that dance, as an independent performing art, requires a high degree of proficiency in the portrayal of characters, the shaping of images, and the presentation of situations. Dancers at the performance level will complete it, so that students majoring in music in vocational colleges will gradually perform dances. Therefore, it is necessary to master a set of effective methods.

Sun Wen (2014) Dance skills are crucial for dancers. Based on the current situation in the dance industry, many excellent dancers have reached the pinnacle of their mastery of dance skills. In their own growth, dance skill training has played an important role. The training of dance skills can effectively solve the training of basic abilities in various parts of the body of dance students, greatly improving and enhancing their strength, softness, flexibility, and explosive jumping ability. And after mastering a certain level of high difficulty somersault skills and comprehensive ground rolling skills, it will play an important auxiliary role in improving dance performance skills and skills, enriching dance vocabulary, and expanding the expressive power of dance art.

Mei Lijuan (2019) Dance skills involve performing complex and complex movements through the correct operation of the muscles, ligaments, and bones of the human body within a certain period. Of course, these movements are imbued with certain internal thoughts and connotations, and can form a complete context, giving people a sense of beauty. As an art form, 'beauty' is the basic and highest requirement, and dance performers need to complete it through the combination of every move of the human body, ultimately providing the audience with the enjoyment of beauty. To achieve this effect, dancers must master the performance techniques of each action, otherwise it is difficult to impress the audience and cannot be regarded as an art. From this perspective, dance skills occupy an extremely important position in dance performances, and the training of dance skills is crucial in dance training.

Li Bojiang (2021) With the rapid development of the early childhood education industry, the demand for teachers with high dance skills urgently increases. The original teachers in kindergartens are no longer able to meet the needs of early childhood education in the new era due to their lack of relevant dance skills and can only provide basic teaching. Based on this, preschool teachers with high dance skills have high competitiveness and are talents that various early childhood units are competing for.

Zhang Kexin (2022) In terms of the difficulty of dance skills and techniques, when it comes to young children's dance skills, careful observation of their standing posture should lead to a more standardized natural posture, to cultivate their good habits and achieve flexible use of hands and feet and coordinated development. Through these skill training, not only has the coordination ability of young children been improved, but also their flexibility has been improved, making dance expression more diverse.

In summary, the high difficulty and exquisite skills endow ethnic dance with higher artistic value and make the artistic image more realistic and perceptible. This ability reflects the overall quality of an actor. For ethnic dancers, diverse dance skills can have a good display effect, making up for the lack of their own abilities. Through systematic training, actors can learn advanced dance skills, proficient techniques, and have good control and expression. The goal is to cultivate and improve the technical abilities of ethnic dancers, achieve the overall level of ethnic dance performances, make dance performances more appreciative and artistic, promote the continuous development and improvement of training methods for ethnic dance technical abilities, and ultimately cultivate more excellent ethnic dancers, producing more excellent ethnic dance works.

## Research Methodology

### Population and Sample

There are 3 classes with 99 students in the second-year of dance students of the Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. (There were student's mixed ability, high level, medium level and low level)

There were 33 students from 1 class in the second-year of dance students of the Chongqing Media College Chongqing City, China, in the second semester of the academic year 2023. Through the cluster random sampling.

### Research Instrument

The development of project teaching to improve Chinese Traditional Dance Skill of undergraduate students. The procedures for creating research instruments were as follows:

#### 1. Lesson plans

Procedures for lesson plan according to the project teaching theory creating lesson plans details were as follows:

1.1 Studied guidelines for Project teaching from many academics: Xin Lu (2022); Ma Bowen (2022); and Yin Hang (2022) to design detail in project teaching the course.

1.2 Created 3 lesson plans on the subject about Tibetan dance, Dai dance and Northeast Yangko Dance total 24 hours. By designing lesson plan using the project teaching theory, each lesson plan specifies the details of the topics as follows: 1) Determine the project, 2) Implement the project, 3) Show case, and 4) Summary and Evaluation. According to the project teaching theory as follows:

Step 1 Determine the project: Teachers can determine a challenging and practical project topic according to the students' hobbies, course content and other factors. The project theme should be closely related to students' life and learning reality and can stimulate students' interest in learning and desire to explore.

Step 2 Implement the project: The process of project learning, students master knowledge and skills through practical activities and improve their practical application ability. Teachers should give students sufficient support and guidance, encourage students to explore independently, and give full play to students' enthusiasm and initiative.

Step 3 Show case: Students displayed the results of the questions, which is a link to check the students' learning and rehearsal results. The student's achievement display drives the classroom atmosphere. Everyone participates in it, exercises their own thinking ability, and cultivates themselves. The self-awareness of students has enhanced their confidence in showing themselves, allowing students to display the results of cooperation in an active atmosphere. Therefore, during the show, the dance part is aimed at the form of dance movements, as well as the fluency and beauty of the overall dance formation, to enhance one's own level. Finally, the problems that arise during the process are proposed and solved.

Step 4 Evaluation item: Teachers should develop evaluation criteria to evaluate students' project outcomes, not only to evaluate the completion of the project, but also to evaluate the learning process and learning effect of students. Evaluation results should be fed back to students in a timely manner to guide students to improve.

1.3 The completed lesson plan was presented to the thesis advisor to verify the suitability and consistency of the content. Alignment of objectives with learning activities and the possibility of activities. Then improve according to the suggestion.

1.4 After revised lesson plans and took them to 3 experts for verification to verify the accuracy of the content appropriateness and completeness of the lesson plan consistency of learning objectives, content, learning activities, instructional materials, as well as measurement and evaluation. And find the Index of Item Objective Congruence (IOC). Each lesson plan had an IOC consistency index greater than or equal to 0.50, so it was considered suitable for use in research. The result of the Index of Item Objective Congruence (IOC) analysis of this lesson plan has an IOC=1.00 for all questions. And using the project teaching to assess the suitable of the lesson plans, the result found that, the most suitable for 1) Tibetan Dance; 2) Dai Dance; and 3) Northeast Yangko Dance.

1.5 Take the lesson plan received from the review. Let's improve according to the suggestions of experts to achieve more accuracy before actually applying it to the sample group.

## 2. Basic dance skills test (Performance Assessment).

Procedures for creating the performance assessment, which is a practical test, 3 contents, 9 items, with steps to create and find quality as follows:

2.1 Content Analysis, competence and learning objectives consistent with the lesson plan on 1) Tibetan Dance: Basic hand position, Kick step, Step back half, 3 consecutive steps, step up, 2) Dai dance: Basic palm shape, Claw shaped, Mouth shape, standing palm, Curved palm, and 3) Northeast Yangko Dance: Double pronged waist, Double buckle handle, Little Swallow Spreads Its Wings, Double breast protection, Double protective head.

2.2 Studied the theory, principles, and methods of performance assessment from documents, textbooks, and related research.

2.3 Suggest the performance assessment to the thesis advisor. Check for accuracy and make improvements as suggested.

2.4 The performance assessment is handed over to 3 experts for measurement and evaluation. Check the content validity and analyze the Index of Item Objective Congruence (IOC). Each performance assessment had an Index of Item Objective Congruence (IOC) greater than or equal to 0.50, so it was considered suitable to use in research. The result of the Index of Item Objective Congruence (IOC) analysis of this activity plan has an IOC = 1.00 for all questions.

2.5 Improve and revise the performance assessment that have been verified by experts. Then take it to try out with students who were non-sample for 33 students to analyze the quality test and checking the quality of confidence values in performance tests by test-retest, which is a test for the coefficient of stability. The students perform the testing 2 times at different intervals and then use the obtained values to find by Pearson's correlation coefficient = 0.81

## Data Collection

This research was divided into 3 phases, the details are as follows.

1. Organize a test before starting the experiment to understand students how to study student role learning objectives evaluation method and the benefits that will be gained from taking the ability test and learning activities during the experiment.

2 Test before teaching (Pretest) with 33 dance students of Chongqing Media College Chongqing City, China, which was a sample group, and checked the score record in order to analyze the data.

3. The experimental with the sample group to use the activity plan of Chinese Traditional Dance Skill course based on the Project teaching. The teaching time on 12th - 17th January 2024, total of 24 hours, not counting the days of pretest and posttest.

## Research Results

The implementation of project teaching aims to enhance students' learning interest and comprehensive abilities, strive for teaching integration, and achieve high-quality teaching

objectives. The positioning of the teaching project is "dance performance", which is an art form mainly characterized by dance. By implementing teaching projects, fully mobilize students' learning initiative. The learning activity based on project-based teaching method has four steps: 1) Determining the project 2) Implementing the project, 3) Show case, and 4) Summary and Evaluation as follow: 1) Determine the project, at this stage, students are mainly required to prepare for the classroom, utilize their existing knowledge and abilities, and attempt to learn new knowledge using multimedia materials or other online resources. This teaching project mainly requires students to master 2) Implementing the project, this stage the teacher teaches student's dance movements in the dance classroom, providing them with sufficient support and guidance, encouraging them to explore independently, and fully unleashing their enthusiasm and initiative 3) Show case, 1) Students are divided into groups of six and divided into five groups. At this stage, students are divided into groups to discuss actions, questions raised by the teacher, and together to find answers. Elect the team leader and practice the learned movements., 2) Students demonstrate that Tibetan dance, Dai dance, and Northeast Yangko dance adopts a triangular and circular dance formation, 3) Each group of students practiced Chinese tradition dance skills accompanied by music. And 4) The teacher gives feedback to each group of students as they practice Chinese tradition dance skills along with music. 4) Summary and Evaluation, the last step, students will summarize before, after that teacher is summarizes. Finally, the assessment process involves both the teacher and the students. through self-assessment joint assessment and teacher evaluation of students.

Thirdly, after completed 3 lesson plans: 1) Tibetan Dance, 2) Dai Dance, and 3) Northeast Yangko Dance are presented to the thesis advisor to verify the suitability and consistency of the content. Alignment of objectives with learning activities and the possibility of activities. Then improved according to the suggestion, and took the lesson plans to 3 experts to consider the Index of Item Objective Congruency (IOC). The data analysis was assessment of the quality of the lesson plan according to the project teaching to improve Chinese tradition dance skill for undergraduate students. The results are shown in table

**Table 1** The comparison of the Chinese Traditional Dance Skill scores between before and after learning.

Chinese Traditional Dance	Testing	Score total	$\bar{X}$	SD.	df	t	p
Tibetan dance	Pretest	45	31.27	2.31	32	23.52**	.00
	Posttest	45	42.54	1.06			
Dai dance	Pretest	45	31.57	2.48	32	22.27**	.00
	Posttest	45	42.15	1.20			
Northeast Yangko Dance	Pretest	45	31.12	2.38	32	29.56**	.00
	Posttest	45	42.63	1.11			
Total	pretest	135	93.96	5.16	32	41.87**	.00
	posttest	135	127.33	1.67			

\*\*p<.01

From table 1, the comparison of students' Chinese Traditional Dance Skill between before and after learning using the Project teaching of undergraduate students. The results were found that the Chinese Traditional Dance Skill of students after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by contents: Tibetan Dance, Dai Dance, and Northeast Yangko Dance that the Chinese Traditional Dance Skill of students after learning higher than before learning statistically significant at the level .01 for all contents. It shows that teaching using project teaching could improve students' Chinese Traditional Dance Skill.

## Research Discussion

The research results on using project teaching to improve Chinese Traditional Dance Skill course with 33 students, in the second-year of undergraduate students from Chongqing Media College, Chongqing City, China, in the second semester of the academic year 2023. The researchers discussed as follows:

1. The improvement Chinese traditional dance skill using project teaching, the researcher studied documents and related research on project teaching theory from many researchers and synthesized into 4 steps used for lesson plan development. the results are shown the quality of the lesson plans by experts overall, the suitability of the research objectives has the most suitable. After students have learned according to the lesson plans, the average score after learning was 127.33. which was higher than the average score before learning was 93.96. It's because the project teaching theory, it is an important teaching model that increases students' enthusiasm for learning. It allows students to complete specific projects with clear learning objectives. During the project process, students got to practice on their own, which they were felt a sense of happiness from success. In addition, project teaching has to divided into small groups. There were assignments, self-learning and improve students' collaborative ability. Through adequate communication, discussion, decision-making, etc., strengthening the student team's awareness and ability to cooperate. And team awareness is a fundamental quality required for today's social production (Zhang xiangqian, 2010). Consistent with Zhang Xiaolin (2016), the core of project teaching is that the project itself is a plan or work those teachers and students do together. But it is mostly carried out by students in groups through specific measures. Teachers have a role to play in helping and guiding. Students in each group must complete a plan or task. Execute an idea, solve a problem, or deliver a result within a specified time frame. According to the research of Biffy (2012) a project to teach sports dance in universities the study involved 100 randomly selected students from Guanghua College of Changchun University in 2010. Among them, there were 50 males and 50 females each. Divide the experiment into two groups, A and B, with 25 male and 25 female students in each group for experimental comparison. Prior to the experiment, a pre-experiment test was conducted on groups A and B, and the test results showed no significant difference between the experimental group and the control group. Group A is the experimental group, which receives education on sports dance projects. Group B is the control group, which receives education on traditional sports dance. The research results indicate that it enhances students' interest in sports dance, enhances their confidence, and encourages them to continue engaging in sports dance activities. Moreover, in line with Ding Xuehua (2020) applied research on the application of project teaching in the teaching of children's dance creation in preschool education in secondary vocational schools. The research objects of the experimental group were 30 students and control group were 30 students in the preschool education employment. The research results prove that the introduction of project teaching into the teaching reform of dance choreography theory and skills courses can further improve students' dance creation practice ability improve the classroom teaching effect and talent training quality of dance choreographers.

2. The comparison of students' Chinese Traditional Dance Skill between before and after learning using project teaching of undergraduate students. The results showed overall that, students' Chinese Traditional Dance Skill after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by contents: Tibetan Dance, Dai Dance, and Northeast Yangko Dance, the results were found that, Chinese Traditional Dance Skill of students after learning higher than before learning statistically significant at the level .01 for all contents. It shows that teaching using project teaching could improve students' Chinese Traditional Dance Skill. It's because the project teaching help to achieve the results of modern education, they help learning process to be conducted in such a way that all students are equally involved in the cognitive process, each

individual contributes to the teaching process, students exchange information and ideas. This relationship allows students not only to acquire knowledge but also develop communicative skills: the ability to listen to others, evaluate different points of view, participate in discussions, make joint decisions, develop tolerance, etc. As same as, Zheng Jianbin (2021) the application of project teaching in dance teaching-Taking Zhengzhou City a Middle School. The subjects of the experimental group are the 29 students at the dance school-based course of Zhengzhou a Middle School. Teaching adopts project-based teaching. The research results indicate that it enhances students' interest in dance learning, enhances their learning initiative, cultivates their comprehensive abilities, and enriches practical cases. Consistent with Liu Bo (2021) adopted the project teaching during dance choreography theory and techniques. The experimental group included 20 students of choreography, 15 girls and 5 boys. The research results prove that the introduction of project teaching into the teaching reform of dance choreography theory and techniques can further improve students' dance creation practice ability and artistic innovation ability and improve the classroom teaching effect and talent training quality of dance choreography. in line with Zeng Yong (2022) This studied the impact of project teaching on the creation of Lingnan dance fitness exercises. The experimental subjects were 80 students (40 males and 40 females each) from the second grade of Guangzhou Experimental Foreign Language School. Among them, 40 students were selected as the experimental group (20 males and 20 females each), and 40 students were selected as the control group (20 males and 20 females each). The experimental group students participated in the Lingnan dance fitness exercise class for learning. The research results indicate that introducing project teaching into the creation of Lingnan dance aerobics can further improve students' practical and innovative abilities in Lingnan dance aerobics creation and enhance the classroom teaching effect of Lingnan dance aerobics choreography.

In summary, the project teaching has cultivated students' various abilities. It can promote students to take the initiative to encounter problems in life or study. In group cooperation, students communicate with each other, improve students' expression ability, cooperation ability, and enhance the awareness of sharing. In addition, students cooperate in groups Dance together, improve the students' innovative ability. It lays the foundation for students to study, live and work in the future. In the achievement display link, the display of the small stage in the classroom brought huge self-confidence to the students, allowing them to show themselves better without stage fright on the big stage in the future. Be lively and cheerful, face setbacks and obstacles, have the courage to challenge, and be able to better face the future.

## Research Suggestion

### General recommendation

1. Project teaching has a positive impact on students' ability to cooperate, react, exchange, communicate and coordinate and express themselves verbally, which are relatively weak in comparison with students' communication and coordination skills. Teachers should pay more attention to the cultivation of students' communication and coordination skills when designing Project teaching. In the process of students' cooperative activities, teachers should guide students to deal with the relationship with others, take the interests of the team as the most important thing and encourage students to be united in the group and give full play to the potential of teamwork.

2. Project teaching promotes the development of students' interactive ability. Project teaching not only stimulates students' enthusiasm and interest in participating in classroom activities. But it also promotes students' ability to Skill Practice in all areas to a certain extent. Through the interaction of teachers and classmates in the classroom. Teachers should encourage students to communicate and exchange information with each other. This helps build a good cooperative relationship and cultivate teamwork.

### Suggestions for further research

1. In the future, when using Project teaching for teaching, A teacher's ability to organize and manage the classroom has a direct impact on the level of classroom interaction. Teachers' own personality traits contribute to the formation of their own unique teaching style that is acceptable to students, and teachers who are cheerful and love life and education have a greater influence in the classroom. Such teachers tend to be able to use their initiative to design effective and varied modes of interaction that are fun and energetic.
2. There should be Project teaching and learning with students of all levels of learning ability. To encourage students to interact with each other. It also cultivates emotions, intentions, attitudes, and values.

### References

Bi Fei. (2012). *Research on Sports Dance Project Education in Universities*. Jilin University of Physical Education.

Chang Juanjuan. (2012). *Research on the Application of "Project Teaching" in the Teaching of Dance Creation in Normal University*. Fujian Normal University.

Cong Shuaishuai. (2016). *Discussion on the Development Prospects of Undergraduate Curriculum of Ethnic and Folk Dance Education: Taking the Dance School of Central University for Nationalities as an Example*. Tibet Art Research, (04), 53-57.

Li Bojiang. (2021). *Strategies for Cultivating Preschool Teachers' Dance Skills in the Context of Internet plus*. Chinese Artist, (08), 109-110.

Ma Bowen. (2022). *Project teaching method in the teaching of Chinese group reading in senior high schools*. Liaoning Normal University. DOI: 10.27212/d.cnki.glnsu.2022.001164.

Ma Bowen. (2022). *Project teaching method in the teaching of Chinese group reading in senior high schools*. Liaoning Normal University, 2022. DOI: 10.27212/d.cnki.glnsu.2022.001164.

Mei Lijuan. (2019). *The Importance of Dance Theory and Dance Skills in Dance Teaching: A Review of "Introduction to Dance Art"*. Chinese University Science and Technology, (05): 107. DOI: 10.16209/j.cnki.cust.2019.05.036.

Peng Hui. (2007). *On the Cultivation of Dance Performance Ability for Music Majors in Vocational Colleges*. Science and Education Wenhui (Mid Weekly), DOI: CNKI: SUN: KJWZ.0.2007-01-067.

Shao Shuai. (2017). *Exploration of enhancing students' classroom enthusiasm in dance teaching in normal universities*. The Voice of the Yellow River, (20): 43 DOI: 10.3969/j.issn.1810-2980.2017.20.033.

Sun Wen. (2014). *The Importance of Dance Skill Training from a New Perspective* Jintian. (11): 97

Xiao Diyi. (2022). *The Application of Project Teaching Method in the Teaching of Music Appreciation in High School*. Sichuan Conservatory of Music, DOI: 10.27349/d.cnki.gsyycc.2022.000112.

Xin Lu. (2022). *Application Research of Project Teaching Method in Comprehensive Chinese Learning in Junior Middle School*. Jiangxi Science and Technology Normal University, DOI: 10.27751/d.cnki.gjxkj.2022.000324.

Yin Hang. (2022). *The Application of Project Teaching Method in the Teaching of Management Accounting*. DOI: 10.27751/d.cnki.gjxkj.2022.000227.

Zhang Kexin. (2022). *Strengthening the Dance Skills of Preschool Teachers: Reflections on Integrating Ethnic Dance into Dance Teaching at Preschool Normal Colleges*. (24): 159-161.

Zhang Xiangqian. (2021). *The practical significance of project-based teaching and several problems that should be solved*. Exam Weekly, 2010 (35): 232.

Zhang Xiaolin. (2016). *The Importance of Project Teaching in Cultivating Applied German Talents*. Modern Communication, (11): 43-45.

Zhu Bin. (2010). *Implementation and Significance of Project Teaching*. Occupational Time and Space, 6(12): 131-132.

